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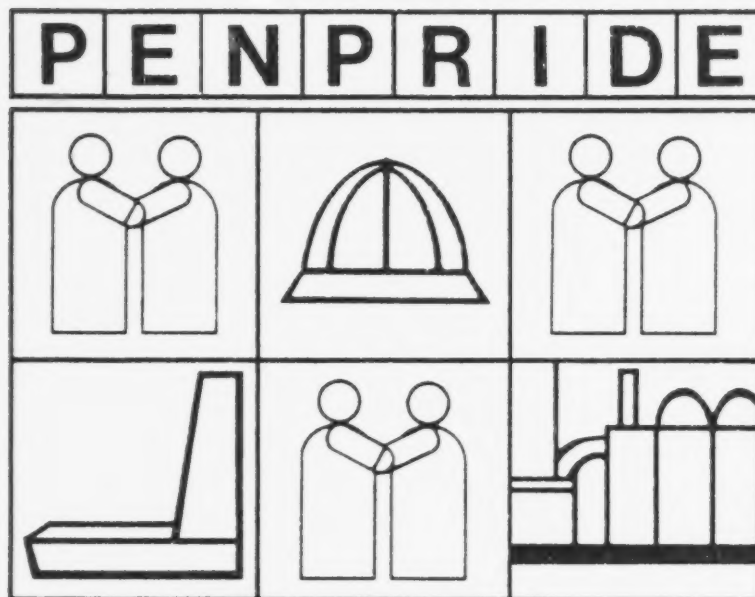
ABSTRACT

A 1-year Industry and Adult Education Partnership Project (July 1, 1981-June 30, 1982) was designed to implement the linkage of adult basic education programs with specific local business, industry, and/or community service organizations for the purpose of shared staffing, resources, programming, and/or public relations. Four model industry/adult education cooperative programs were established in leading industries in Lancaster County, Pennsylvania. Project staff developed and distributed an Industry/Adult Education Awareness Package to more than 1,200 industries and educational components and provided a statewide Industry/Adult Education Seminar for industry personnel and adult educators. The bulk of the report consists of 18 appendixes that include an industry/education information sheet, life skills survey and survey results, materials from a conference conducted to promote awareness, and correspondence. These seminar materials are also appended: invitation and awareness package, information packet, evaluation form and evaluation results, and a seminar presentation on an industry/education partnership. (YLB)

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PA INDUSTRY & ADULT EDUCATION: A NEW PARTNERSHIP



**BUSINESS AND INDUSTRY TRAINING:
A POSITIVE APPROACH TO GREATER EFFICIENCY**

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PENNSYLVANIA 310 PROJECT

#98-1806

LANCASTER-LEBANON IU 13 ADULT EDUCATION

SHERRY ROYCE, PROJECT DIRECTOR

July 1, 1981 - June 30, 1982

FINAL REPORT

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A. Barre

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PA INDUSTRY & ADULT EDUCATION: A NEW PARTNERSHIP

A Special Experimental Demonstration Project

I. ABSTRACT

PENNSYLVANIA INDUSTRY & ADULT EDUCATION: A NEW PARTNERSHIP was funded July 1, 1981 to June 30, 1982 to implement the linkage of adult basic education programs with business and industry and to promote statewide awareness of the techniques by which these linkages could be established and maintained. Toward this end, Lancaster-Lebanon Intermediate Unit 13 established four local classes funded through industry, developed and distributed over 1200 Industry Education Awareness Packages and conducted Industry/Education Seminars on the PENPRIDE program at Harrisburg on May 26th, and at Penn State on June 23, 1982.

The PENPRIDE program is a systems approach to meeting industries specific training needs through the provision of in-plant adult education via a network of local adult education programs at school districts, intermediate units, universities and colleges. Emphasis is upon program accountability in terms of establishing short and long range goals and objectives and measuring gains in terms of competencies acquired and improvements in quality and productivity (scrap reduction, improved safety/attendance, man-hours saved, promotion from within, etc.).

II. INTRODUCTION

The Industry & Adult Education Partnership project was funded under Pennsylvania's 1981-82 310 priority 4: to implement the linkage of adult basic education programs with specific local business, industry and/or community service organizations for the purpose of shared staffing, resources, programming and/or public relations. Between July 1, 1981 and June 30, 1982, the project staff under the direction of Sherry Royce, project director, accomplished the following: 1) established four model Industry/Adult Education cooperative programs in leading industries in Lancaster County; 2) developed and distributed an Industry/Adult Education Awareness Package to over 1200 industries and educational components; and 3) provided a statewide Industry/Adult Education Seminar for industry personnel and adult educators.

A debt of gratitude is due to all personnel who contributed not only their dedicated work but also their creativity to make the project a success. A special thank you to the industry consultant, James C. Harding, personnel director - M&M/Mars, Inc., for his professional expertise involving the Industry/Adult Education Awareness Package and Seminar. (see appendix A-Project Personnel)

Copies of this FINAL REPORT will be disseminated to Regional Clearinghouses, State Directors of Adult Education and ABE program administrators in Pennsylvania via Advance as funding permits.

Copies of this report will be on file at the following:

PA Department of Education
333 Market Street/Adult Education
Harrisburg, PA 17108

VEIN/Advance
Stayer Research & Learning Center
Millersville State College
Millersville, PA 17551

III. THE NEED

Our country is in the midst of an economic revolution as drastic as the first one-hundred days of the Roosevelt administration. But, whereas the thirties saw a realignment of national interests leading to economic recovery through the expansion of federal power; today, we are beginning to feel the first rumblings of the bureaucracy in upheaval, a reappraisal of past coalitions and the formation of new partnerships at the local and state level.

Both the Reagan and Thornburgh administrations have placed primary emphasis on productivity and employment. Both the Reagan and Thornburg administrations have resolved to cut education funds, including adult education, as part of an overall reduction in the level of government spending. Both in Pennsylvania, and throughout the nation, adult basic education is in compliance with these goals. As to employment, statistics prove that ABE programs are meeting their mandate by providing the basic academic and life skills training that enable adults to become employed,

responsible, taxpaying members of their local community. As to cost-effectiveness, ABE programs in Pennsylvania provided a 300 percent return on the federal investment in terms of dollar return to the local community from adults going off welfare, getting jobs and promotions during Fiscal 79-80.

Adult Basic Education in Pennsylvania is already doing more for less. Yet needs are expanding and the dollars are shrinking. How can we hope to increase services or even hold them stable with the expectation of twenty percent cuts in federal program budgets? One logical answer to the dependency on public funding is the building of a new partnership in Pennsylvania between the private and public sector - between industry and adult education - for the betterment of both.

IV. PROJECT IMPLEMENTATION

Beacuse of the diversity and scope of the project, the project implementation area is divided into three sections:

- A. Programs Conducted in Industrial Settings
- B. Industry/Education Partnership Awareness
- C. Industry/Education Seminar, May 26, 1982

A. Programs Conducted in Industrial Settings

1. Methodology for Establishing an Industry/Education Program - The establishment of a successful program which meets the specific needs of a company is contingent upon several factors. Three key elements to be considered are the initial contact, a needs assessment, and the establishment of objectives.

a. Initial Contact - Initial contact is the key ingredient in beginning an Industry/Education program. The contact is best initiated by the educational agency, although it is feasible that local industry can also initiate the contact when the industry has already identified a specific need.

The method implemented in this project began with a telephone contact by the program specialist to a company representative, usually in the personnel department. A meeting was requested so that the program specialist would have an opportunity to explain the services that the educational agency could provide. During the first meeting, the Industry/Education Partnership Information Sheet was given. This Information Sheet describes some of the benefits of an Industry/Education cooperative effort. (appendix B) The needs of the company were discussed and recommendations were made for the development of a customized training program.

Following the initial meeting, a thank you letter was sent which also outlined a number of services which would be beneficial to the company. (appendix C).

Fourteen local industries were contacted and subsequent meetings were held to provide an awareness of potential services that would be available from the local educational agency. (appendix D -Industry Contacts)

b. Needs Assessment - It is vital that a needs assessment be completed prior to the development of the Industry/Education program. A needs assessment, determined cooperatively by an industry representative and an educator, helps to identify the specific needs of the company. Two

different types of assessments were conducted at ITT Grinnell. A Life Skills Survey was completed by 85 plant supervisors (appendix E) Supervisors selected the specific life skills which they felt were needed. The results were compiled and specific areas of weakness were identified. (appendix F - Life Skills Survey Results) An educational level survey was also conducted. A member of the personnel staff of ITT Grinnell surveyed all employees' personnel records to determine the number of employees who did not have a high school diploma.

c. Establishment of Objectives - The establishment of objectives is essential in order to develop a functional in-house Industry/Education program that meets the specific needs of the company.

An example of this Industry/Education cooperative planning occurred at Kurtz Brothers Concrete, Inc., which is a division of High Industries, Inc. Kurtz Bros. Concrete, Inc. wanted to establish an effective writing course for personnel in managerial positions. The Human Resources Manager and the Training Consultant discussed the company's expectations and how they could best affect positive results. It was determined that a writing course would be established that would use the company's own written communication forms and procedures.

The main objective of the program was to provide the participants with the skills needed to write clearly and effectively. However, in order to do this, the participants also needed to learn some fundamentals such as how to organize their thoughts and materials, how to use appropriate word

selection, how to use correct sentence structure, and how to edit their own writing. After providing this specific skill training, this knowledge was then applied to memo writing, letter writing, and performance evaluation writing.

2. Description of Industry/Education Programs - Industry/Education programs range from basic education classes to effective writing and other specific skill training. They can be short term or long term and can be available to all employees or to only a specialized group.

a. ITT Grinnell - An Industry/Education Partnership which offered a variety of programs to the employees was implemented at ITT Grinnell. A large foundry employing 1300 production and office personnel, the ITT Grinnell in-house program included ABE/GED, ESL, and Life Skills instruction. Classes were held from 1:00 to 5:00 p.m. daily. Because ITT Grinnell has a variety of shifts, the participants were encouraged to attend classes during the time frame that was best suited to their work schedule. All instruction was individualized with the participant working at his/her own pace.

Because of present economic conditions, many layoffs occurred during the year; however, the participants were permitted to continue attending the in-house program. A total of fifty-seven (57) participants were enrolled in the various programs.

b. M&M/Mars, Incorporated - An ongoing Industry/Education Partnership is the M&M/Mars, Inc. program which began in 1979. M&M/Mars, Inc.

had determined that employees involved in a critical production area lacked certain mathematical skills. Through the use of a standardized assessment tool, it was found that there was little relationship between the employee's previous level of formal education and the actual retained mathematical skills. Under a mutual agreement, two 100 hour secondary level math courses were taught in-house with the company providing the space, equipment, and supplementary funding for the instructor, books, etc.

Based upon the success of the math program, an ABE/GED program was developed for M&M/Mars, Inc. The program provided instruction from 1:00 to 5:00 p.m. for two days a week. These hours gave employees from all three rotating shifts an opportunity to attend class. Participants working from 7:00 a.m. to 3:00 p.m. attended class after work; participants working from 3:00 to 11:00 p.m. attended class before work; and participants working from 11:00 p.m. to 7:00 a.m. attended class anytime between 1:00 and 5:00 p.m. Thirty-two (32) participants were involved in the ABE/GED program.

c. Kurtz Brothers Concrete, Incorporated - A short term Industry/Education program was conducted at Kurtz Bros. Concrete, Inc. The course, Effective Writing, consisted of ten training sessions. Twelve management personnel in positions such as plant superintendent, manager of technical services, sales manager, vice-president of operations took part in the program.

3. Effectiveness of the Industry/Education Programs -

a. Quantitative Results - This project served a total of 101 students which included 68 ABE/GED students, 21 ESL students, and 12 Effective

Writing students. Of the total ABE/GED students, 40 students received a high school diploma. All of the ESL students improved in the areas of reading, writing, and verbal communications, but because of the frequent layoffs it was not possible to measure the exact amount of language growth through post-testing. The students enrolled in the Effective Writing course will continue to use new skills in on-the-job written communications.

b. Qualitative Results - Changes in attitude toward skills and one's self are inherent in any worthwhile learning experience. The positive emotional benefit to the student can best be described in the student's own words. *"I now feel good about myself. I'm confident and I know it."* Feeling very much at ease, one individual said, *"If I have learned one thing, it is that you can forget, but you need not feel afraid to keep trying."*

Age certainly proved to be no barrier to learning. The participants ranged in age from 18 to 60. *"You're never too old to learn - look at me,"* said a very pleased 60 year old about herself.

Before beginning any instruction, standardized adult education tests were administered so that each student could be placed in the appropriate materials. For the most part, instruction was individualized. One participant commented, *"My teacher works my math problems out with me individually, and I like that."* Another student said, *"I really like working at my own rate of speed."* One eager young woman said, *"My husband said he never thought I'd like school so much. I feel so good about myself, maybe I'll go to school forever."*

The following autobiographical essay was written by Sara Jane Lindemuth, a student in the M&M/Mars, Inc. math class who later obtained her high school diploma through an in-house program.

"April 28th, 1939 - my thirteenth (13th) birthday, the last day of school for me. I finished the eighth (8th) grade in a one room school - a farm girl with no means of transportation to high school.

So why would a fifty-three (53) year old woman attend a math class forty (40) years later? I have a good job. I did not have a problem doing my job without the math class, but things are always changing, and I hope I change too. The one room school is closed - the building is now a Trading Post.

I have been working on the same job for ten (10) years and there have been a lot of changes. We are responsible for the chocolate on the candy bars. At one time someone else would tell us what our percentage of chocolate coverage was. They would weigh the bars before they were coated and after they were coated with chocolate. With a 'chart' they could find the 'numbers' and know from the 'chart' the percentages. Now we have a computer to help us. If it isn't working, take the finished weight, subtract the center weight, then divide by the finished weight and that sum is the percentage of weight that is chocolate. If you don't understand your math, boy!, is that hard to remember. We work with temperature and weights. We are changing to metric. I do have to think!

Taking the math class has helped me understand the math I use now, and has made me feel better about myself. It's been a long time since that one room school, but that math I learned there is still somewhere in the back of my mind. But when we do not use something, it gets dull and dusty and needs to be polished to make us feel we have something we can use.

I feel the class gave me good material to work with, and I liked not being pushed..I hope that I will be able to pick up the classes again. High School!! College!! Why not?"

B. Industry/Education Partnership Awareness - An essential component of the Industry/Education Partnership project was to provide an awareness of services available to local industry. The vehicles implemented to

provide this awareness were the Pennsylvania Adult Education Mid-winter Conference, Personnel Association meetings, and the Industry/Education Awareness Brochure.

1. Pennsylvania Adult Education Mid-winter Conference - One method of providing awareness of the project was through a display set up in the Marketplace area of the conference (appendix G) This display consisted of information relating to the following:

- types of services available to industry.
- benefits to industry.
- benefits to employees.
- industry testimonials.
- student testimonials.

The industrial program specialist was available throughout the conference to discuss the partnership concept and to share information specifically related to developing industry programs. Two handouts were distributed. (appendix H)

2. Personnel Association Meetings - Another form of awareness was the interaction between the industrial program specialist and local personnel directors at monthly meetings of the Personnel Association. After discussing the Industry/Education Partnership concept, the industrial program specialist made follow-up contact with interested persons.

3. Industry/Education Awareness Brochure, "PENPRIDE" (appendix I)
The "PENPRIDE" brochure was developed so that the Industry/Education Partnership concept could be readily disseminated throughout Pennsylvania. The

brochure was sent to approximately 1200 industries and educational components. A mailing list was developed to include the following:

- 20 largest industries by gross sales volume whose headquarters are located in the Commonwealth (appendix J).
- selected industries of varying sizes from eighteen counties.
- public school superintendents.
- Pennsylvania ABE directors.
- other selected organizations and individuals (vo-tech schools, PA Department of Education administrators, Adult Education state task force, etc.)

During the course of the project, nine target adult education leaders were identified (appendix K) who expressed an interest in the project concept. Twenty-five brochures were sent to each target person so that a local Industry/Education awareness could begin.

C. Industry/Education Partnership Seminar - May 26, 1982 - A statewide seminar was held on May 26, 1982 at the Marriott Inn in Harrisburg, PA, to provide an awareness of the Industry/Education Partnership concept to industry personnel and educators.

1. Pre-seminar Preparation -

a. Pre-seminar Meeting - A pre-seminar meeting was held on April 19, 1982, at the IU 13 adult education office for the purpose of orienting the target adult educators to the Industry/Education Partnership concept as promoted by the "PENPRIDE" brochure and the Industry/Education Seminar. A cover letter (appendix L) and a transcript of the meeting (appendix M) were sent to those educators who were unable to attend the pre-seminar meeting.

b. Seminar Location - Harrisburg, PA, was chosen as the site for the Industry/Education Seminar because of its centralized location and its accessibility from major transportation routes.

c. Seminar Invitations - An Awareness Package (appendix N) was developed and sent to approximately 1200 industries and educational components throughout Pennsylvania. The Awareness Package included the following:

- invitation letter to industry personnel.
- invitation letter to educators.
- letter from Robert Scanlon, Secretary of Education.
- "PENPRIDE" brochure.
- luncheon speaker information.
- seminar registration card
- map for seminar location

2. Industry/Education Seminar - May 26, 1982

a. Seminar Agenda - (appendix O) - The seminar was divided into two sessions in the morning and afternoon. The morning sessions addressed the needs of industry and the benefits of an Industry/Education Partnership. This information was provided by the project director and a panel of educators who had previously implemented successful programs. The industry consultant for the project detailed the specific procedures used in initiating a successful in-house program. The afternoon sessions were devoted to providing the educators with the benefits of establishing an Industry/Education Partnership and how to market the "PENPRIDE" concept.

b. Seminar Information Packet (appendix O) - A packet of information concerning the seminar and the Partnership concept was given to each participant.

c. Seminar Evaluation (appendix P) - An evaluation form was provided for each participant to evaluate the effectiveness of the seminar. The results showed that the participants found the seminar to be informative and viewed the Industry/Education Partnership concept as a viable education alternative. (appendix Q-Seminar Evaluation Results)

D. Dissemination Conference - Penn State, June 23, 1982 - A presentation of the "PENPRIDE" program was held on June 23, 1982 as part of the Adult Basic Education offerings, at the Vocational Education Conference held at The Pennsylvania State University. Dr. John Christopher, Chief of the Department of Adult Education and Training Programs chaired the session at which Sherry Royce discussed industry-education cooperation. Approximately twenty-five vocational and adult education administrators, directors, counselors, and teachers were present. (see appendix R-Industry/Education Presentation)

V. EVALAUTION

The Industry/Education Partnership has proved that it can provide the basic skills necessary to make a smooth transfer to technology; it can train individuals for upward mobility; it can make a measurable difference in major problem areas such as scrap, safety, and turnover; and it can promote pride in performance through self-esteem and self-confidence.

James C. Harding, personnel director, M&M/Mars, Inc., stated,

"Specific training needs must be satisfied within a business if it is to survive. We, as a company, have taken an active role in promoting in-house adult education. Employees must develop the skills necessary to meet future technological innovations and compete in a world that places a premium on merit and job performance rather than longevity."

Cliff Edmond, training coordinator, ITT Grinnell, stated in the company newsletter, *"By making these classes (Industry/Education programs) available to all employees, we want to instill the concept of upward mobility within the work force. The ability of an employee to progress to positions of increased responsibilities through a program of training is the message we want to get across."*

VI. APPENDIX

- A. Project Personnel
- B. Industry/Education Partnership Information Sheet
- C. Sample Contact Thank You Letter
- D. Industry Contacts
- E. Life Skills Survey
- F. Life Skills Survey Results
- G. Mid-winter Conference Display Information
- H. Mid-winter Conference Handouts
- I. "PENPRIDE" Brochure
- J. PA Twenty Largest Industries
- K. Target Adult Educators
- L. Cover Letter to Target Adult Educators
- M. Pre-seminar Meeting Transcript
- N. Invitation and Awareness Package
- O. Seminar Information Packet
- P. Seminar Evaluation Form
- Q. Seminar Evaluation Results
- R. Industry/Education Presentation

APPENDIX A

PROJECT PERSONNEL

Project Director: Sherry Royce, Director Adult Education
Lancaster-Lebanon IU 13

Project Staff:

Industry Consultant	James C. Harding, M&M/Mars, Inc.
Industry Specialists	Kathy Fasano, Lancaster-Lebanon IU 13
	Linda Malesic, Lancaster-Lebanon IU 13
	Timothy D. Myers, Lancaster-Lebanon IU 13

Industry Education Seminar
ABE Presenters:

Luncheon Speaker:

Dr. Donald Clark, President
National Association for Industry-Education Cooperation

Program Panel:

Robert G. Clarke, Director Vocational Technical Programs
Northampton Community College

Nancy Desmond,
State College School District

Pieter Miller,
Reading Area Community College

Dr. Mark C. Nagy, President
Mark C. Nagy Associates

PENPRIDE Resource Specialists: *

Robert G. Clarke
Anthony J. Delisi
Nancy Desmond
Pieter Miller
Dr. Mark C. Nagy

Steve Nauale
Sherry Royce
Frank Vollero, Jr.
Dr. Donato Zucco

(*addresses listed on appendix K)



AN INDUSTRY-EDUCATION PARTNERSHIP

BUSINESS

WHAT'S IN IT FOR YOU?

- MAKES MONEY
- RAISES SKILL LEVELS
- BUILDS A FOUNDATION FOR NEW TECHNOLOGY

HOW DOES PENPRIDE DO THIS?

PENPRIDE MAKES MONEY BY:

- TRAINING YOUR OWN EMPLOYEES
- IMPROVING AQL (LESS SCRAP SAVES MONEY)
- IMPROVING EMPLOYEE SELF-ESTEEM LEADS TO REDUCED:
ABSENTEEISM
TURNOVER
ACCIDENT FREQUENCY
DISCIPLINE PROBLEMS
- DEVELOPING POSITIVE ATTITUDES WHICH LEAD TO PRIDE IN PRODUCT AND IMPROVED QUALITY.

PENPRIDE RAISES SKILL LEVELS BY:

- PROVIDING SPECIFIC SKILLS TRAINING DIRECTLY RELATED TO THE EMPLOYEE'S POSITION
- IMPROVING BASIC EDUCATION LEVEL
- INCREASING EMPLOYEE FLEXIBILITY- MOVE TO MORE DIVERSIFIED EMPLOYEE

PENPRIDE BUILDS A FOUNDATION FOR NEW TECHNOLOGY BY:

- INCREASING EMPLOYEE'S BASIC SKILL LEVELS
- PROVIDING A METHOD TO SELECT FUTURE EMPLOYEES FOR SPECIALIZED TRAINING- PENPRIDE PROGRAMS IDENTIFY THOSE EMPLOYEES WITH POTENTIAL

- TRAINING EMPLOYEES TO BE MORE DIVERSIFIED- GET AWAY FROM ONE JOB PER EMPLOYEE

WHO IS INVOLVED?

PENPRIDE IS A COOPERATIVE EFFORT OF A DESIGNATED INDUSTRY REPRESENTATIVE AND A LOCAL ADULT EDUCATOR. TOGETHER, THEY IDENTIFY THE SPECIFIC TRAINING NEEDS OF THE COMPANY. ONCE THESE NEEDS ARE IDENTIFIED THEY WORK TOGETHER TO DESIGN, IMPLEMENT, AND EVALUATE THE PROGRAM.

WHY INITIATE A PENPRIDE PROGRAM?

IN A RECENT SEMINAR W. EDWARDS DEMING STATED:

"MANAGEMENT MUST BECOME INNOVATIVE. MANAGEMENT MUST DETERMINE WHAT NEW SKILLS ARE NEEDED, AND IN WHAT NUMBER. THEY MUST CONSIDER TRAINING AND RETRAINING OF PERSONNEL AS WELL AS TRAINING OF SUPERVISORS. THEY MUST PUT ALL RESOURCES INTO EDUCATION."

NOW IS THE TIME TO TRAIN EMPLOYEES. PLANTS ARE OPERATING AT LOWER CAPACITY WHICH MEANS THEY MUST GET A HIGHER RESULT. PENPRIDE PROGRAMS HELP EMPLOYEES TO BE MORE EFFICIENT, THE END RESULT BEING HIGHER PRODUCTIVITY, BETTER QUALITY, AND LESS WASTE. THIS TRANSLATES TO A HIGHER PROFIT TO YOUR COMPANY.

WHERE AND WHEN ARE CLASSES HELD?

PENPRIDE CLASSES ARE RUN IN-HOUSE. CLASSES ARE HELD IN TRAINING ROOMS, CONFERENCE ROOMS, OR IN OTHER SPACE AVAILABLE THAT PROVIDES AN ATMOSPHERE THAT IS CONDUCIVE TO LEARNING. IN-HOUSE CLASS SITES STRENGTHEN THE IMPORTANCE OF THE PROGRAM AND MAKE IT EASY FOR EMPLOYEES TO ATTEND.

SOME CONSIDERATIONS WHICH ARE ADDRESSED ARE:

- EMPLOYEE WORK SCHEDULES
- NUMBER OF CLASS HOURS DESIRED
- NUMBER OF SHIFTS
- AVAILABILITY OF CLASSROOM SPACE
- INDIVIDUALITY OF EACH EMPLOYEE

LANCASTER - LEBANON INTERMEDIATE UNIT

APPENDIX C

PROGRAMS DIVISION

Box 5026 • Lancaster, PA 17601 • Telephone (717) 569-8561

L. LLOYD RUOSS, Ed.D., EXECUTIVE DIRECTOR
JAMES L. CROTHERS, BOARD SECRETARY/BUSINESS MANAGER

Adult Education
Instructional Materials Service

Non-Public Program

March 3, 1982

William Williams
Victor F. Weaver, Inc.
403 Custer Avenue
New Holland, PA 17557

Dear Mr. Williams:

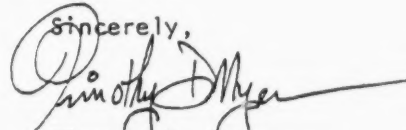
I would like to thank you for taking the time to meet with me. The growth of Victor F. Weaver, Inc. and expansion of training certainly indicates a company that is interested in investing in it's employees.

As I described to you, the Intermediate Unit can offer a number of services which would be of benefit to your company. Some of these services would include:

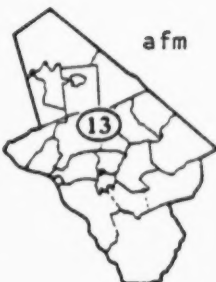
- Specific Skills Training
- Pre-retirement Program
- English as a Second Language (ESL)
- ABE/GED Program
- Life Skills Training
- Communications Training

Please feel free to contact me when you are interested in developing a specific program as I would be very interested in helping you. Once again, thank you for your time and participation.

Sincerely,



Timothy D. Myers
Program Specialist
Adult Education



APPENDIX D

Lancaster County Industries Contacted

Local Industries contacted and meetings held to provide an awareness of potential services that would be available from Lancaster-Lebanon IU 13

- | | |
|---|---|
| 1. George W. Bollman & Company, Inc.
110 East Main Street
Adamstown, PA 19501 | 8. M&M/Mars, Inc.
Brown Street
Elizabethtown, PA 17022 |
| 2. Continental Can Company
3549 Hempland Road
Lancaster, PA 17601 | 9. Walter Moyer Company, Inc.
400 West Main Street
Ephrata, PA 17522 |
| 3. Dart Container
60 East Main Street
Leola, PA 17540 | 10. Raub Supply Company
West James & Mulberry Streets
Lancaster, PA 17604 |
| 4. Federal Mogul Corporation
501 Harrisburg Avenue
Lancaster, PA 17603 | 11. Singing Needles, Inc.
40 Glen Brook Road
Leola, PA 17540 |
| 5. ITT Grinnell
1141 Lancaster Avenue
Columbia, PA 17512 | 12. Victor F. Weaver, Inc.
403 Custer Avenue
New Holland, PA 17557 |
| 6. Kurtz Bros. Concrete, Inc.
930 Pointview Avenue
Ephrata, PA 17522 | 13. Y & S Candies
400 Running Pump Road
Lancaster, PA 17604 |
| 7. Lancaster Malleable Casting Co.
1170 Lititz Avenue
Lancaster, PA 17603 | 14. Yerger Brothers, Inc.
520 Front Street
Lititz, PA 17543 |

LIFE SKILLS SURVEY

DIRECTIONS:

Please read each item carefully.

Check the items from each group that you feel are most important for your employees to know.

Please write in the extra blanks, any other areas that you feel would be good for your employees to know.

OCCUPATIONAL KNOWLEDGE	HEALTH AND SAFETY	MONEY MANAGEMENT
☐ Employee Job Interests ☐ How To Identify Skills ☐ The Right Work Attitude ☐ How To Deal with Other Workers/Work Situations ☐ Good Work Habits ☐ Communicating with your Supervisor ☐ Do's and Don'ts on the Job ☐ Understanding Payroll Deductions ☐ Understanding Employee Benefits (sick leave, vacations, hospitalization) ☐ Understanding W-4 and Social Security Forms ☐ Understanding the Functions of Labor Unions. ☐ How to Write a Personal Fact Sheet ☐ How to Fill Out a Job Application Form ☐ How to Resign from a Job ☐ Understanding what "Equal Opportunity Employer" means ☐ _____ ☐ _____ ☐ _____	☐ Safety on the Job ☐ Basic First Aid/CPR ☐ Alcohol and Its Effects ☐ Problems of Drug Abuse ☐ The Effects of Smoking ☐ Understanding the Effects of Stress ☐ Understanding Depression ☐ Understanding Health Insurance ☐ Heart Disease ☐ Home Safety ☐ Eating Well-balanced Meals ☐ Family Planning ☐ Pregnancy and Pre-natal Care ☐ Proper Dental Care ☐ Symptoms and Treatment of VD ☐ _____ ☐ _____ ☐ _____ ☐ _____	☐ How to Figure Out Wages ☐ Buying Food Wisely ☐ Making a Budget ☐ Comparison Shopping ☐ Renting an Apartment ☐ Buying a New or Used Car ☐ Understanding Consumer Fraud and Consumer Protection ☐ Establishing Credit ☐ Borrowing Money and the Types of Loans Available ☐ Understanding Checking Accounts ☐ Understanding Savings Accounts ☐ How to Buy Insurance (car, life, homeowners, etc.) ☐ Understanding Advertising ☐ Understanding Utility Bills ☐ _____ ☐ _____ ☐ _____ ☐ _____

LIFE SKILL SURVEY RESULTS

APPENDIX F

The following shows the comparison of top ranked life skill areas as selected by union grievance committee members and plant supervisors. Asterisks denote common areas.

Union Grievance Committee		Plant Supervisors	
Rank	OCCUPATIONAL KNOWLEDGE	Rank	OCCUPATIONAL KNOWLEDGE
1	Understanding the function of labor unions	1	The right work attitude
	Understanding employee benefits		
2	Understanding payroll deductions	*2	Communicating with your supervisor
	Understanding W-4/Social Security		
*3	Communicating with your supervisor	3	How to deal with other workers/work situations
*4	Good work habits	*4	Good work habits
	Do's and Don'ts on the job		
5	Understanding equal opportunity	5	Employee job interests
Rank	HEALTH AND SAFETY	Rank	HEALTH AND SAFETY
*1	Safety on the job	*1	Safety on the job
	Understanding health insurance		
2	Basic first aid	*2	Alcohol and its effects
*3	Problems of drug abuse	*3	Problems of drug abuse
	Alcohol and its effects		
*4	Understanding the effects of stress	4	Basic first aid
	The effects of smoking		
5	Heart disease	*5	Understanding the effects of stress
Rank	MONEY MANAGEMENT	Rank	MONEY MANAGEMENT
*1	How to figure out wages	*1	How to figure out wages
2	Establishing credit	*2	Making a budget
	How to buy insurance		
*3	Making a budget	3	Understanding consumer fraud
*4	Borrowing money	*4	Borrowing money

MID-WINTER CONFERENCE DISPLAY INFORMATION

Industry Testimonials

David Troup, Human Resource Manager
High Industries, Inc.

"Adult Education does meet the needs of people in industry. Over the past ten years I have had the opportunity to provide Adult Education services for employees. Through adult education programs, employees learn or improve skills that help them and their employer meet the goal of working smarter not harder."

George Knapp, General Sales Manager
Howmet Aluminum

"Industry encourages Adult Education. Everyone benefits - students, employer, as well as society."

Robin Herr, Manager Production & Staff Training
Armstrong World Industries

"Our employees who completed the GED program got more than an equivalency diploma. They also increased their self-worth and confidence, which translates to a higher level of motivation both on and off the job."

James C. Harding, Personnel Director
M&M/Mars, Inc.

"Specific training needs must be satisfied within a business if it is to survive. We as a company have taken an active role in promoting in-house adult education. Employees must develop the skills necessary to meet future technological innovations and compete in a world that places a premium on merit and job performance rather than on longevity."

TYPES OF SERVICES AVAILABLE TO INDUSTRY

ADULT EDUCATION CAN PROVIDE A VARIETY OF QUALITY PROGRAMS TO INDUSTRY. IN ADDITION TO BASIC EDUCATION CLASSES, ADULT EDUCATORS CAN DESIGN, DEVELOP, AND IMPLEMENT SPECIALIZED PROGRAMS GEARED TO MEET THE SPECIFIC NEEDS OF THE COMPANY.

BASIC EDUCATION

GENERAL EDUCATIONAL DEVELOPMENT (GED)

ENGLISH AS A SECOND LANGUAGE (ESL)

ADULT BASIC EDUCATION (ABE)

LIFE SKILLS INSTRUCTION

EMPLOYMENT COUNSELING

SEMINARS

TRAINING THE TRAINER
MANAGEMENT TRAINING
PRE-RETIREMENT
COMMUNICATIONS

SPECIALIZED SERVICES

SPECIFIC SKILLS TRAINING
OUT PLACEMENT TRAINING
CAREER LADDER

Mid-winter Conference
Display Information

APPENDIX G

100

WHY AN INDUSTRY/ADULT EDUCATION PARTNERSHIP?

DR. ROBERT WORTHINGTON OF THE U.S. DEPARTMENT OF EDUCATION RECENTLY STATED, "THIS ADMINISTRATION SEES THE PRIVATE SECTOR AS BEING MUCH MORE IMPORTANT TO THE TOTAL EDUCATIONAL ENTERPRISE THAN ANY OTHER ADMINISTRATION IN MY MEMORY...WE MUST MAKE USE OF ALL SYSTEMS AND FACILITIES, WHETHER THEY BE IN OUR SCHOOLS AND COLLEGES, IN BUSINESS AND INDUSTRIAL PLANTS..."

PENNSYLVANIA'S ECONOMY IS SHIFTING FROM RELIANCE ON BASIC INDUSTRIES TO INCREASING DEPENDENCE ON SERVICES AND TECHNOLOGIES.

TODAY'S LABOR FORCE WILL NEED ADDITIONAL EDUCATIONAL SKILLS IN ORDER TO COPE WITH THE RAPIDLY CHANGING TECHNOLOGY.

ADULT EDUCATION IS GROWING AT A 12% ANNUAL RATE, WHILE FUNDING IS BEING REDUCED.

ADULT EDUCATION IS BECOMING A LOCAL/COMMUNITY AFFAIR.

AN INDUSTRY/ADULT EDUCATION PARTNERSHIP CAN WORK COOPERATIVELY TOWARD DEVELOPING PROGRAMS THAT WILL PROVIDE EDUCATIONAL SERVICES NEEDED TO DEVELOP INDUSTRY'S BEST RESOURCE----- ITS EMPLOYEES.

**CHANGING
ECONOMY**

+

**RAPIDLY
CHANGING
TECHNOLOGY**

=

**NEED FOR
EMPLOYEE
TRAINING**

\$\$\$ SAVINGS

Cooperative effort =
reduced costs.

INCREASED PRODUCTIVITY

Better educated/skilled
employees = increased
ability on the job.

TIME SAVINGS

Use of adult education
expertise = less time
expended by industry.

INCREASED LOYALTY

Company interest in employees
as individuals = increased
loyalties.

INCREASED EFFICIENCY

Efficient, satisfied employees =
less waste of time/materials.

IMPROVED EMPLOYEE/EMPLOYER RELATIONSHIPS

Company interest and
assistance = more
cooperative, willing
employees.

IMPROVED IMAGE

In-house training of
employees = company
fulfillment of
"commitment to local
community.

IMPROVED SAFETY RECORD

Satisfaction with the job =
more alert, safety-conscious
employees.

BENEFITS TO INDUSTRY

IMPROVED CHANCE FOR ADVANCED TRAINING

EMPLOYEES WITH A GOOD BASIC EDUCATION ARE BETTER EQUIPPED FOR SPECIAL JOB TRAINING, APPRENTICESHIP, AND SAFETY CLASSES,

SPECIFIC SKILLS TRAINING

EMPLOYEES CAN UP-GRADE SKILLS RELATED TO PRESENT POSITIONS, SPECIFIC SKILLS ARE NEEDED BECAUSE OF TECHNOLOGICAL ADVANCES,

IMPROVED LIFE SKILLS

EMPLOYEES WILL IMPROVE DAILY LIVING SKILLS NEEDED TO FUNCTION BOTH ON AND OFF THE JOB,

IMPROVED COMMUNICATION SKILLS

A BETTER EDUCATED EMPLOYEE GAINS SELF-CONFIDENCE AND IS MORE LIKELY TO BE ABLE TO COMMUNICATE EFFECTIVELY WITH FELLOW EMPLOYEES, SUPERVISORS, AND MANAGEMENT,

IMPROVED CHANCE FOR WAGE INCREASE

EDUCATIONAL UP-GRADING OFTEN LEADS TO PROMOTIONS AND/OR PAY RAISES,

IMPROVED ACADEMIC SKILLS

EMPLOYEES WILL IMPROVE EDUCATIONAL SKILLS THAT MAY LEAD TO A GED DIPLOMA,

IMPROVED SELF-IMAGE

EMPLOYEES WHO IMPROVE THEIR EDUCATIONAL LEVELS FEEL BETTER ABOUT THEMSELVES,

**BENEFITS
to
EMPLOYEES**



AN INDUSTRY-EDUCATION PARTNERSHIP

A 310 PROJECT LANCASTER-LEBANON IU 13 ADULT EDUCATION

BUSINESS

WHAT'S IN IT FOR YOU?

- MAKES MONEY
- RAISES SKILL LEVELS
- BUILDS A FOUNDATION FOR NEW TECHNOLOGY

IMPROVED QUALITY AND PRODUCTIVITY. . .

A MUTUAL RESULT FOR THE BENEFIT OF ALL.

EDUCATION

WHAT'S IN IT FOR YOU?

- MAKES MONEY
- STRENGTHENS COMMUNITY SUPPORT
- BROADENS THE LOCAL TAX BASE THROUGH BUSINESS GROWTH

EXTENDS SERVICES AND PROMOTES LEARNING. . .

A MUTUAL RESULT FOR THE BENEFIT OF ALL.

THERE'S A NEW AUDIENCE FOR ADULT EDUCATION. . .



ON THE PAYROLL

NOT ON THE WELFARE ROLL!

AN INDUSTRY-EDUCATION PARTNERSHIP WILL PROVIDE THIS NEW AUDIENCE. ADULT EDUCATORS AND BUSINESS REPRESENTATIVES WILL WORK TOGETHER TO DEVELOP SPECIFIC SKILLS TRAINING; SST PROGRAMS THAT ARE TAILORED TO THE NEEDS OF THE COMPANY.

ADVANTAGES OF SUCH A LINKAGE ARE:

SELF FINANCING:

The private sector pays the training cost.

LOCALIZED CONTROL:

In-house training marries company needs and educational expertise.

INDUSTRY RELEVANT:

Specific Skills Training increases employee flexibility and upward mobility.

REINTRODUCTION TO LEARNING:

Individualized instruction provides a non-traditional approach for second-chance learners.

FEELS GOOD:

Positive attitudes lead to pride in product and improved quality.

SOURCE OF RECOGNITION:

Employee effort pays off in recognition of merit.
Industry effort pays off in increased productivity.
Education effort pays off in a broader funding base.

COMING ATTRACTIONS...

ADVERTISING FOR PARTNERS

An Industry-Education brochure is being developed. It will be sent to major industries and small businesses throughout the Commonwealth. It will be given to adult educators interested in promoting the SST:Specific Skills Training Program.

It will describe the program's advantages and suggest the best ways to build the partnership.

STATEWIDE SEMINARS

Building a partnership between industry and education means sitting down and talking together. We will be scheduling seminars in three different sites throughout Pennsylvania.

These seminars will be held where the interest is highest - from Industry and from Education.

INVEST IN THE FUTURE

We are looking for adult educators who want to be part of this new partnership. If you would like to become AN ACTIVE PARTNER in this program linking the public and private sector, SIGN UP.

NAME _____ Send to: Lancaster-Lebanon IU 13
POSITION _____ Adult Education
ADDRESS _____ P.O. Box 5026
Lancaster, PA 17601
(717)569-8561

PHONE _____
LOCAL TARGET COMPANIES _____

INDUSTRY and ADULT EDUCATION



A NEW PARTNERSHIP

"THIS ADMINISTRATION SEES THE PRIVATE SECTOR AS BEING MUCH MORE IMPORTANT TO THE TOTAL EDUCATIONAL ENTERPRISE THAN ANY OTHER ADMINISTRATION IN MY MEMORY...WE MUST MAKE USE OF ALL SYSTEMS AND FACILITIES, WHETHER THEY BE IN OUR SCHOOLS AND COLLEGES, IN BUSINESS AND INDUSTRIAL PLANTS..."

DR. ROBERT WORTHINGTON
U.S. DEPARTMENT OF EDUCATION

A 310 Special Adult Education Project

Lancaster-Lebanon Intermediate Unit 13
Box 5026 Lancaster, PA 17601
Phone (717) 569-8561

LANCASTER-LEBANON INTERMEDIATE UNIT

PROGRAMS DIVISION

Box 5026 Lancaster, PA 17601 Telephone: (717) 569-8561

L. LLOYD RUOSS, Ed.D., EXECUTIVE DIRECTOR
JAMES L. CROTHERS, BOARD SECRETARY/BUSINESS MANAGER

ITT GRINNEL ADULT EDUCATION

I. PURPOSE OF CLASSES

1. How Adult Education classes can help supervisors:

- Improve Department Safety Record.
- Improve communications with employees.

2. How Adult Education classes can help employees:

- Improve academic skills (Reading, Math, GED).
- Improve life skills necessary for day to day living.
- Improve communications with supervisor.
- Improve chances for increased wages and future promotion within the company.
- Improve employee's self-image.

3. How Adult Education classes can help company:

- Improve employer/employee relations.
- Improve company safety record.
- Provide better educated employee.

II. TYPES OF CLASSES

1. ESL (limited English speaking employees)
2. ABE
3. GED
4. Living Skills

III. DETERMINING AREAS OF INSTRUCTION

1. Supervisor - Tell us your needs - Life Skills Survey
2. Adult Education Teacher
 - Individual student evaluation
 - Individualized instruction matched to employees special needs

IV. HOW TO SELECT STUDENTS

1. Supervisors
 - Recommend employees who you feel will benefit from classes
 - Select a few "borderline employees"
2. Personnel
 - Let all employees know Adult Education classes are open to anyone who submits registration form to Personnel Department (based on availability of classroom openings).

V. REFERRAL SYSTEM

1. Supervisor selected employees
 - Supervisor explains program to employee.
 - Supervisor sends employee to Personnel to obtain registration form.
 - Employee fills out registration form and gives it to Personnel.
2. Self-referred employees
 - Employee fills out registration form.
 - Employee submits registration form to Personnel Department.

VI. WHERE TO GET REGISTRATION FORMS

- From the Personnel Office

LIFE SKILLS SURVEY

DIRECTIONS:

Please read each item carefully.

Check the items from each group that you feel are most important for your employees to know.

Please write in the extra blanks, any other areas that you feel would be good for your employees to know.

OCCUPATIONAL KNOWLEDGE	HEALTH AND SAFETY	MONEY MANAGEMENT
☐ Employee Job Interests	☐ Safety on the Job	☐ How to Figure Out Wages
☐ How To Identify Skills	☐ Basic First Aid/CPR	☐ Buying Food Wisely
☐ The Right Work Attitude	☐ Alcohol and Its Effects	☐ Making a Budget
☐ How To Deal with Other Workers/Work Situations	☐ Problems of Drug Abuse	☐ Comparison Shopping
☐ Good Work Habits	☐ The Effects of Smoking	☐ Renting an Apartment
☐ Communicating with your Supervisor	☐ Understanding the Effects of Stress	☐ Buying a New or Used Car
☐ Do's and Don'ts on the Job	☐ Understanding Depression	☐ Understanding Consumer Fraud and Consumer Protection
☐ Understanding Payroll Deductions	☐ Understanding Health Insurance	☐ Establishing Credit
☐ Understanding Employee Benefits (sick leave, vacations, hospitalization)	☐ Heart Disease	☐ Borrowing Money and the Types of Loans Available
☐ Understanding W-4 and Social Security Forms	☐ Home Safety	☐ Understanding Checking Accounts
☐ Understanding the Functions of Labor Unions.	☐ Eating Well-balanced Meals	☐ Understanding Savings Accounts
☐ How to Write a Personal Fact Sheet	☐ Family Planning	☐ How to Buy Insurance (car, life, homeowners, etc.)
☐ How to Fill Out a Job Application Form	☐ Pregnancy and Pre-natal Care	☐ Understanding Advertising
☐ How to Resign from a Job	☐ Proper Dental Care	☐ Understanding Utility Bills
☐ Understanding what "Equal Opportunity Employer" means	☐ Symptoms and Treatment of VD	☐ _____
☐ _____	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____

GIÁM ĐỊNH SỰ HIỂU BIẾT

TRONG ĐỜI SỐNG HÀNG NGÀY

LIFE SKILLS SURVEY

Translated by T-LSA

CHỈ DẪN :

Xin vui lòng đọc thật kỹ từng mục.

Đánh dấu những lãnh vực trong mỗi mục mà quý vị thấy là quan trọng nhất để giúp sự hiểu biết của nhân viên quý vị.

Xin điền vào chỗ trống những lãnh vực nào khác nữa mà quý vị nhận thấy là cần thiết cho sự hiểu biết của nhân viên quý vị.

SỰ HIỂU BIẾT VỀ NGHỀ NGHIỆP	SỨC KHỎE VÀ SỰ AN TOÀN	SỰ QUẢN LÝ TIỀN BẠC
☐ Quan tâm của nhân viên đối với công việc. ☐ Cách nhận định khả năng. ☐ Thái độ đúng đắn trong công việc làm. ☐ Cách cư xử với những nhân công khác/hoàn cảnh công việc khác. ☐ Thói quen làm việc giỏi. ☐ Giao thiệp với giám thị viên (Supervisor). ☐ Những gì nên làm và không nên làm trong công việc. ☐ Sự hiểu biết về khấu trừ trên số lương. ☐ Sự hiểu biết về quyền lợi của nhân viên (nghỉ việc vì bệnh, nghỉ hè, năm bệnh viện). ☐ Hiểu biết về mẫu W-4 và thẻ An Sinh Xã Hội. ☐ Hiểu biết về công dụng của nghiệp đoàn công nhân. ☐ Cách viết lược giải cá nhân. ☐ Cách điền mẫu đơn xin việc làm. ☐ Cách xin thôi một công việc. ☐ Hiểu biết thẻ nào là "Chủ nhân tạo sự bình đẳng khi thuê nhân nhân viên".	☐ Sự an toàn trong nghề nghiệp ☐ Căn bản cấp cứu/phương pháp hô hấp nhân tạo. ☐ Rượu và sự tai hại của nó. ☐ Vấn đề lạm dụng ma túy. ☐ Tai hại của sự hút thuốc lá. ☐ Hiểu biết về những phản ứng của sự buồn phiền. ☐ Hiểu biết về sự sa sút về tinh thần. ☐ Hiểu biết về bảo hiểm sức khỏe. ☐ Bệnh tim. ☐ Sự an toàn ở nhà. ☐ Ăn đầy đủ chất bổ dưỡng. ☐ Kế hoạch hóa gia đình. ☐ Có thai và cách dưỡng thai. ☐ Bảo vệ răng đúng lúc. ☐ Triệu chứng và cách điều trị bệnh hoa liễu.	☐ Cách tính tiền lương ☐ Khôn khéo lúc mua thực phẩm. ☐ Cách lập ngân sách ☐ So sánh khi mua hàng. ☐ Muốn nhà. ☐ Mua xe mới hoặc cũ. ☐ Hiểu biết về sự lừa gạt kẻ tiêu thụ và sự bảo vệ quyền lợi kẻ tiêu thụ. ☐ Uy tín trong việc mua chịu. ☐ Muốn tiền và những loại tiền vay có thể muốn được. ☐ Hiểu biết về trường mục vãng lai. ☐ Hiểu biết về trường mục tiết kiệm. ☐ Cách mua bảo hiểm (xe, nhân thọ, nhà vv...)

LIFE SKILL SURVEY RESULTS

Mid-winter Conference Handouts

-APPENDIX H

The following shows the comparison of top ranked life skill areas as selected by union grievance committee members and plant supervisors. Asterisks denote common areas.

Rank	Union Grievance Committee	Rank	Plant Supervisors
OCCUPATIONAL KNOWLEDGE		OCCUPATIONAL KNOWLEDGE	
1	Understanding the function of labor unions	1	The right work attitude
	Understanding employee benefits		
2	Understanding payroll deductions	*2	Communicating with your supervisor
	Understanding W-4/Social Security		
*3	Communicating with your supervisor	3	How to deal with other workers/ work situations
*4	Good work habits	*4	Good work habits
	Do's and Don'ts on the job		
5	Understanding equal opportunity	5	Employee job interests
HEALTH AND SAFETY		HEALTH AND SAFETY	
*1	Safety on the job	*1	Safety on the job
	Understanding health insurance		
2	Basic first aid	*2	Alcohol and its effects
*3	Problems of drug abuse	*3	Problems of drug abuse
*	Alcohol and its effects		
*4	Understanding the effects of stress	4	Basic first aid
	The effects of smoking		
5	Heart disease	*5	Understanding the effects of stress
MONEY MANAGEMENT		MONEY MANAGEMENT	
*1	How to figure out wages	*1	How to figure out wages
2	Establishing credit	*2	Making a budget
	How to buy insurance		
*3	Making a budget	3	Understanding consumer fraud
*4	Borrowing money	*4	Borrowing money

APPENDIX I

PENPRIDE



PENPRIDE

ITS PURPOSE: to ASSESS, IDENTIFY and SATISFY the specific training requirements of industry

An Industry-Education Partnership can work cooperatively toward developing programs that will provide training needed to develop industry's best resource — its employees.

But there's more — by introducing a customized approach to training into your environment, you can:

- Make money
- Raise skill levels
- Build a foundation for new technology

The PENPRIDE program outlined in this pamphlet acknowledges that there is real economic value in training when viewed as a resource for improved quality and productivity.

The PENPRIDE program offers any business, regardless of size, the opportunity to either establish or expand an in-house training function. It accomplishes this task through the collaborative efforts of a company representative and a professional educator who jointly develop a PENPRIDE program specifically tailored to the needs of your company.

The PENPRIDE program addresses several widely held notions concerning employee learning and the employer's need for higher productivity and better quality results.

1

COMMONLY HELD MYTHS

- formal learning stops when an employee leaves school
 - employee productivity and quality issues require big and expensive "fixes".
 - in-house or employee training programs may be too task oriented to ensure real long-term success.
 - it's impossible to measure the contribution of learning/training programs to the bottom line.
-

2

IS THE FIRE OUT?

American, Dr. W. Edward Deming (world renowned as a key factor in Japan's rise to a recognized position of excellence in quality and productivity) recently responded to the frustrations and questions of the Pennsylvania business community concerning the critical issues of quality and productivity in the Commonwealth.

When asked why the "fire went out" in U.S. businesses, he cited "the lack of involvement of top management in the quality/productivity movement." He further recognized the work place as a complex social system loaded with untapped human resources waiting to contribute to business success. Dr. Deming went on to say, "Success will only be achieved in those companies where it is obvious that management is trying to do their part to improve the system."

3

PENPRIDE IGNITED

Literally out of the ashes of significant economic losses, some far-sighted businesses sought to find nearby resources within their communities to help them solve some of their problems with low employee productivity and poor product quality.

In response, local education professionals teamed with local companies to diagnose and recommend remedies to production problems. The problems were rooted in the employees' inability to cope with and master the new technology confronting them.

Certainly there was "task training". Do this! Now this! Then this! No one understood what they were doing, the need for, nor the importance of precise calculations. The "systems" didn't ask them to understand what they were doing or why it was so important to do it that way.

Upon investigation it was found that there was a real lack of skills in mathematics and reading comprehension. "We assumed", said one executive, "that our employees had the basic skills needed to master the technology. It proved to be a costly and unproductive assumption."

4

PENPRIDE PROGRAM

The PENPRIDE program is designed to work alone or in conjunction with an employer's in-house training activities. While the employer's program focuses on the "tasks" that need to be done, PENPRIDE focuses to ensure that basics are in place.

PENPRIDE is individually tailored to the adult learner. The program enables adults to upgrade their basic academic and life skills to meet the business needs of the employer while at the same time enabling them to function effectively in society.

PENPRIDE also offers a G.E.D. Program for those employees who desire a course of study that may lead to obtaining a G.E.D., which is a nationally recognized skill level that results in a high school equivalency diploma.

PENPRIDE RESULTS

Our research has shown that the PENPRIDE program has resulted in very real economic paybacks in addition to some unforecasted human paybacks.

- getting the PENPRIDE program going establishes a positive dialogue between the manager and employee on the issues of learning, quality, and productivity.
- the PENPRIDE program has built-in assessment tools to be used to establish a base and to measure progress from that base.
- PENPRIDE enables an employer to better prepare employees to accept and handle new technology.

PENPRIDE focuses on employees who lack basic skills and competence but are motivated to do a good job. These employees become more confident as these skills are acquired.

The PENPRIDE program helps employees to feel better about themselves, heightens self-esteem, and improves their feelings about the social environment they have at work.

- the PENPRIDE program encourages the employer to pilot the program among members of a particular work group, especially a work group that can have their productivity, scrap, lost-time, etc. measured. While some members of the work group may not need the full benefits of the program, the employer will benefit by knowing the employee's current combined skill level. In combination with an in-house task oriented program, significant results should accrue.
- the PENPRIDE program encourages and rewards learning as well as focuses on a merit oriented performance standard.
- employers who offer the PENPRIDE program are engaged in real affirmative action and it should be included in their AAP.

5

PENPRIDE NEEDS

The PENPRIDE program is generally held in-house. However, other locations can be arranged, if necessary. Classes are generally held in training rooms, conference rooms, or other space that provides an atmosphere that is conducive to learning.

The company's needs are given priority.

The program prides itself on flexibility. Some considerations are:

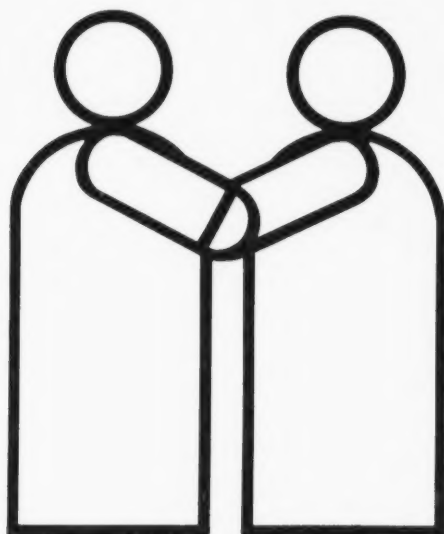
- employee work schedules
- class size
- learning priorities

6

TO GET PENPRIDE STARTED CONTACT:

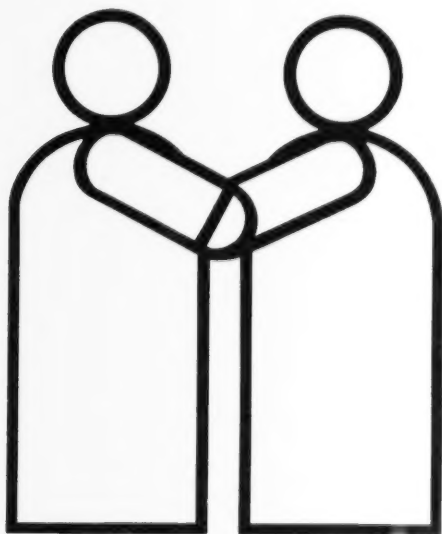
Dr. Robert G. Scanlon, Secretary of Education, stated to members of the Pennsylvania Manufacturers Association that "... the business community and professional educators must join hands ... in the effort to revitalize the nation's economy."

AN INDUSTRY-EDUCATION PARTNERSHIP



BUSINESS AND INDUSTRY TRAINING:
A POSITIVE APPROACH TO GREATER EFFICIENCY

"The activity or product which is the subject of this pamphlet was supported in whole or in part by the U.S. Office of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Office of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred."



PENNSYLVANIA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION AND TRAINING PROGRAMS

A 310 SPECIAL ADULT EDUCATION PROJECT

LANCASTER-LEBANON
INTERMEDIATE UNIT 13

BOX 5026, LANCASTER, PA 17601
Phone (717) 569-8561

APPENDIX J

PENNSYLVANIA TWENTY LARGEST INDUSTRIES

GULF OIL
Pittsburgh, PA

KOPPERS COMPANY, INC.
Pittsburgh, PA

SUN COMPANY
Marcus Hook Refinery
Marcus Hook, PA

SMITH-KLINE CORPORATION
Philadelphia, PA

U.S. STEEL CORPORATION
Pittsburgh, PA

ROHM & HAAS COMPANY
Philadelphia, PA

WESTINGHOUSE ELECTRIC CORP.
Pittsburgh, PA

ALLEGHENY LUDLUM INDUSTRIES, INC.
Pittsburgh, PA

ROCKWELL INTERNATIONAL CORP.
Pittsburgh, PA

CROWN CORK & SEAL COMPANY, INC.
Philadelphia, PA

BETHLEHEM STEEL CORPORATION
Bethlehem, PA

AIR PRODUCTS & CHEMICALS, INC.
Allentown, PA

ALUMINUM CORPORATION OF AMERICA-ALCOA
Pittsburgh, PA

HERSHEY FOODS CORPORATION
Hershey, PA

NATIONAL STEEL
Pittsburgh, PA

ARMSTRONG WORLD INDUSTRIES
Lancaster, PA

HEINZ USA
Pittsburgh, PA

PENNWALT CORPORATION
Philadelphia, PA

SCOTT PAPER COMPANY
Philadelphia, PA

HAMMERMILL PAPER COMPANY
Erie, PA

LANCASTER - LEBANON INTERMEDIATE UNIT

PROGRAMS DIVISION

APPENDIX K

Box 5026 • Lancaster, PA 17601 • Telephone (717) 569-8561

L. LLOYD RUOSS, Ed.D., EXECUTIVE DIRECTOR
JAMES L. CROTHERS, BOARD SECRETARY-BUSINESS MANAGER

Adult Education
Instructional Materials Service

Non-Public Program

PENPRIDE RESOURCE SPECIALISTS

Robert G. Clarke
Director of Vocational Technical Programs
Northampton Community College
3835 Green Pond Road
Bethlehem, PA 18017
(215) 865-5351

Steve Naugle
Central Susquehanna I.U. 16
P.O. Box 213
82 University Avenue
Lewisburg, PA 17837
(717) 523-1155

Anthony J. Delisi
Williamsport Area School District
605 West 4th Street
Williamsport, PA 17701
(717) 323-8411

Sherry Royce
Director of Adult Education
Lancaster-Lebanon Intermediate Unit 13
P.O. Box 5026
Lancaster, PA 17601
(717) 569-8561

Nancy Desmond
State College School District
131 West Nittany Avenue
State College, PA 16801
(814) 231-1061

Frank Vollero, Jr.
Coordinator, Extension Education and
Special Projects
School District of Penn Hills
J. H. Linton Intermediate School
250 Aster Street
Pittsburgh, PA 15235
(412) 795-3000

Pieter Miller
Reading Area Community College
Box 1706
Reading, PA 19603
(215) 372-4721

Dr. Donato Zucco, Superintendent
Greater Area Johnstown School District
501 Chestnut Street
Johnstown, PA 15906
(814) 539-8731

Dr. Mark C. Nagy, President
Mark C. Nagy Associates
101 Locust Grove Road
Rosemont, PA 19010
(215) 525-5952

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PROGRAMS DIVISION

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L. LLOYD RUOSS, Ed.D., EXECUTIVE DIRECTOR

JAMES L. CROTHERS, BOARD SECRETARY/BUSINESS MANAGER

Adult Education
Instructional Materials Service

COVER LETTER TO
TARGET ADULT EDUCATORS

Non-Public Program APPENDIX L

Hopefully by now you have received the awareness brochure and other information related to the Industry-Education Seminar to be held May 26, 1982 at the Harrisburg Marriott.

I am enclosing a transcript of the April 19, 1982 meeting that you were unable to attend. Please review it as it will help you become more aware of the purposes of developing an Industry-Education partnership.

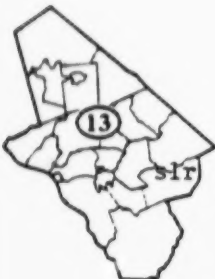
You are invited to spend the entire day at the seminar. The business and industry representatives will be attending the "morning" session while educators will take part in the afternoon session. Both groups will be together for the luncheon.

I am optimistic that you will be able to get at least one industry representative from your area to attend the seminar. Be sure they mail in the registration card.

Should you have any questions regarding the seminar, awareness package, or other related items, please feel free to contact me at (717) 569-8561. Looking forward to seeing you at the Marriott,

Sincerely,

Timothy D. Myers
Program Specialist
Adult Education



-40-

PRE-SEMINAR MEETING TRANSCRIPT - APRIL 19, 1982

"PENPRIDE"

We've chosen to call our program "PENPRIDE" - Pennsylvania Employers Needing Productivity Results Invest in Direct Education. We are taking a very aggressive position on the linkage with industry. We are attacking from the sense of productivity and quality improvements. This makes money for the employer, raises identified skill levels, builds a foundation for the new technology. It also makes money for the IU, the school district, the university, etc. It builds community support and broadens the local tax base through business growth. It may also keep businesses "in business." The IU 13 program at M&M Mars is good testimony. Scrap, a large potential loss and in our case ingredients, has gone down. Nothing else in the process has changed, only the addition of a math program. Our production director was originally very skeptical. He asked, "How will it pay me back?" Now he is a full supporter of the program, and other courses have been added.

The booklet is not the typical text. It is not directed from educators to educators. It talks in business terms. It links direct education to productivity. The graphic on the front is a building block -it's something we are hoping to set in place that anyone can pick up throughout the state. We have chosen symbolic linkage-type figures. There is no stress toward the under-educated, the minorities. We have kept it neutral.

We feel the structure of the PENPRIDE booklet is very timely and consistent with what Secretary Scanlon wants to do. The PENPRIDE program acknowledges that there is a real economic value in training when viewed as a resource for improved quality and productivity. We're targeting the middle of the road company that doesn't have a professional training adviser. The program can be marketed alone or in conjunction with task training. "We're in business together and he's going to teach instrumentation or blueprint reading; I'm going to teach the math piece of it. If it's strictly a basic learning program, I'll teach the basic learning; I'll measure where the people are;...then I'll turn it over to the new technology people. PENPRIDE attacks this task through collaborative efforts."

page 2

Emphasis is on productivity, performance, quality circles, human resource approaches-stressing the partnership idea. The partnership idea is not new. There is a plant - inside the plant is equipment; but it doesn't mean anything until you put the people in it. The stress is on human, not mechanical things. PENPRIDE is concerned with global training, more environmental. There were some assumptions made that task training would be sufficient, and it isn't. That barrier must be broken. When operating a piece of equipment, they must also understand the concept behind it.

Need analysis is a business term. The solutions are generally external. We want to be looked upon as an external resource to satisfy those needs analyses.

IS THE FIRE OUT? We've quoted Dr. W. Edward Deming, father of statistical techniques used for quality. The top manufacturer's prize in Japan was named after him. Let them read Deming's statement. Say, do you agree with it? What are you going to do about it? Focus activity on top line person. One of the biggest frustrations that employees have is the feeling of helplessness. PENPRIDE hopes to deal with this.

PENPRIDE IGNITED! PENPRIDE is designed to help deal with the "conceptual" basis. There is a need for understanding.

Programs have been run in industry before - but on ABE money. The service is just as valid now as it was before. The difference is that now industry must pay for it because we can't afford to give it to them free. If they must pay for it, they must be convinced of its worth, and if they must be convinced of its worth it cannot be simply, "We will upgrade your employees, give them a GED." It must meet their specific needs. What is the difference? The difference is that PENPRIDE will tailor the program toward measurement in specific industries. These are the problems; this is what you are dealing with; this is what we are going to do to meet those problems. It may be very similar to what was done in the past, but now they're aware that the program is being tailored to meet specific needs. We measure what the effectiveness is, and we say "pay us."

We're concerned, too, with making contacts. That's the reason for these meetings. Personal interest in the students' success is also part of this report, the success story. You must tie learning into productivity. Get the numbers. Have counselors on the front end find out what the numbers are that you are going to measure change against. It could be absenteeism or scrap rate. Then the instructor knows if progress is being made.

PRE-VISIT PREPARATION - Know the company and its products. It's better not to make a cold call. Get a hold of the annual report. Go to a stock broker; the library also has a pretty good read-out on different companies. This resource that we're developing is going to come from the non-traditional. That's why we're putting so much emphasis on how to market it. Successes have always been a customized contact. Success is also based around measurement. Failures come when you deal with personnel people only and from inconsistency. The other important thing is that, unlike a consultant who sells a package and then leaves, the Commonwealth and the Department of Education are going to be around. Public education will not continue in the future the same way that it has been in the past-we can't afford it. Industry and business also have not been as successful as our previous history would lead us to imagine or believe. There are changes that have to be made in both. Together we can have something that is much better than going our separate ways. We can have it; I believe that it is essential. Education must draw some funds from the private sector. The government can't continue to finance large education, therefore, we are going to have to become entrepreneurs. Private industry really needs adult education services. They have got to involve their personnel, not only in upgrading their global skills, their basic skills, but even in the kind of attitude which will enable them to make a contribution to the company, the management, to take pride in their product, in productivity. This is something that a marriage of business and education can do. It's essential, it's necessary for the economic well-being of both of us. Industry isn't coming over and knocking on our door. Therefore, it's imperative for us to go knocking on their door with a message that is delivered strongly and firmly in their terms.

MARKETING - When marketing the program, never talk to the personnel people only. Get to the line production person or the quality control person, as well as... the personnel person. If you want to guarantee your program's failure, only involve personnel. Many personnel people are from the good old boy's school and are not looked upon as a business function--keep them down on the farm type. We can't afford that. Human resource managers are emerging. The line people are accountable for scrap. One of the things we'll be able to do is say, "Come on up, touch him, he's real!" Quality control people think they've got a cops and robbers game with production--quality control are the cops, production--the robbers. All we're saying is let training become a part of the balance in quality and production.

Quite often industry doesn't look close to home for answers. They range, "I heard they're doing something in Toledo." What we're saying is we want to go out there and say "look close to home." We're resource people..it didn't stop at the school yard.

Another selling point is..in-house is cheaper, convenient, and the program is tailored to needs. It's a lot more sensible.

Management and unions sometimes feel intimidated with new, good ideas from employees. There must be a 'mutuality of interest'. Keep the chief steward and commitment involved in training, use the dynamic of the participative process. This is not a canned package. It must be developed. Getting a GED is not the object of the program, but it is an option. Feedback on progress is essential to the employee and employer.

There is always training money--even if there are lay-offs. It's a separate pot. Get them now when times are bad. It's an ideal time for training. We can be the agent of change--train for the new technology.

Pilot the program among a particular group of workers, especially a group that can have its scrap, etc. measured.

WHO IS PENPRIDE? PENPRIDE is an acronym. It's whoever decides to join the network. Who is in charge of the network? Programs will be localized and coordinated on a local basis. PENPRIDE is an Industry/Education linkage. COSTS --The dollars for PENPRIDE will come from industry, not ABE. We will suggest a way to standardize this throughout the state, so that we don't have differences in structure.

1. We have the real cost of the program -- that would include instructor's salaries, benefits, expenses, plus cost of materials charged directly to the company.
2. Fixed costs - 15% of the real cost is fixed cost. That 15% will have to cover your counselor, yourself, office, etc.-anything other than what is a real charge for the program. 15% is a good going rate because your actuals are charged under the real costs.

Real costs may be different for each area. (Salaries, benefits, travel, materials-whatever that comes to is the real cost.) Everyone then puts a 15% fixed cost above that. Prices may vary but the ratio is the same. None of us should charge more or less than a 15% fixed cost for the service. Then we can go with PENPRIDE all the way across Pennsylvania.

LANCASTER - LEBANON INTERMEDIATE UNIT

PROGRAMS DIVISION

Box 5026 • Lancaster, PA 17601 • Telephone (717) 569-8561

L. LLOYD RUOSS, Ed.D., EXECUTIVE DIRECTOR

JAMES L. CROTHERS, BOARD SECRETARY/BUSINESS MANAGER

Adult Education
Instructional Materials Service

Non-Public Program

Education has entered the marketplace. To offset cuts in Federal and State funding for adult education, we must expand services to the community ...services that will pay for themselves.

The PENPRIDE program can build an industry-education partnership. The enclosed awareness brochure and Industry-Education seminar have been developed by Lancaster-Lebanon Intermediate Unit 13 under the auspices of the Department of Education, Division of Adult Education and Training Programs.

An industry-education partnership is not new to I.U. 13. We have previously run free ABE programs at Black and Decker, Howmet, Sperry New Holland, RCA, Armstrong and others. However, current adult programs are being funded for the most part by the industries themselves.

It is this type of cooperative partnership we will be exploring at the May 26th Industry-Education Seminar at the Harrisburg Marriott Inn. James Harding, M&M/Mars Personnel Director and advocate for in-house adult education programs will introduce you to PENPRIDE. He will present employer's needs, the language business understands, and suggest how education and industry can cooperatively design programs that meet business' need for productivity by developing human resources.

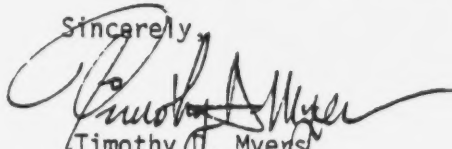
The first step is up to you. If you are interested in exploring these exciting possibilities, plan to attend the May 26th seminar. Join business leaders at lunch at 12:00, and take part in the PENPRIDE session for educators from 1:30 to 4:00 PM. The seminar is FREE, including lunch, however registrations are limited.

Fill out the enclosed seminar registration card and mail to:

Timothy D. Myers, Program Specialist
Lancaster-Lebanon Intermediate Unit 13
P.O. Box 5026
Lancaster, PA 17601

Should you need more information, please feel free to contact me at (717) 569-8561. I will look forward to seeing you at the Marriott.

Sincerely,


Timothy D. Myers
Program Specialist
Adult Education



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L. LLOYD RUOSS, Ed.D., EXECUTIVE DIRECTOR

JAMES L. CROTHERS, BOARD SECRETARY/BUSINESS MANAGER

Adult Education
Instructional Materials Service

Non-Public Program

This is a very critical time for industry! With the widening recession and spiraling costs, the challenge is to increase productivity and contain operating costs.

The current cost of money often stops or severely limits the magnitude and options of equipment investments that should increase productivity.

The search for productivity increase should not stop after the equipment analysis. The search should then be directed toward developing other options.

Our PENPRIDE program is tailored to your business' need for productivity by developing your human resources. It can be used as a stand-alone program or in conjunction with your own internal task-type training programs.

You survey your own working environment (if you desire, with one of our consultants) and identify those sources of scrap, poor performance, out of specification work, or those areas that adversely affect operating costs. Then, together with our consultant, you can design a program directed to meeting your employees' learning needs. Our focus is on improvement of basic learning skills, especially applied mathematic and reading comprehension. In addition, if you desire, we will complete the process with each individual who might desire to achieve their General Equivalency Diploma.

Our experience with other business and production operations has shown that the benefits of a better educated, more productive workforce goes right to the bottom line. SHARE YOUR SUCCESS WITH PENPRIDE.

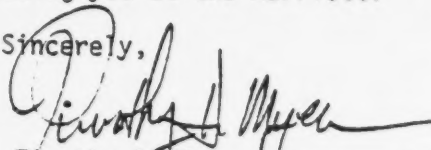
Join your business associates who are interested in learning more about our PENPRIDE program. Plan to attend the May 26th Industry-Education Seminar at the Harrisburg Marriott. Registration will be from 8:30-9:00 AM. Take part in the PENPRIDE Business and Industry session beginning at 9:00 AM and join educators for lunch at noon. The seminar is FREE, including lunch, however, registrations are limited.

Fill out the enclosed seminar registration card and mail to:

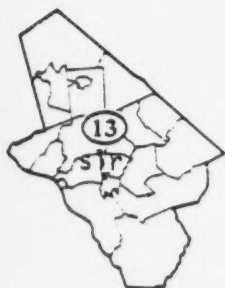
Timothy D. Myers, Program Specialist
Lancaster-Lebanon Intermediate Unit 13
P.O. Box 5026
Lancaster, PA 17601

Should you need more information, please feel free to contact me at (717) 569-8561. I will look forward to seeing you at the Marriott.

Sincerely,



Timothy D. Myers, Program Specialist
Adult Education





COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

THE SECRETARY

AREA CODE 717
787-5820

April 23, 1982

Dear Fellow Pennsylvanians:

Industry and education partnerships will be the winning ticket for the 1980's. Across the country and throughout the Commonwealth, school and business managers are joining hands to solve problems and respond to the needs of their communities.

Junior Achievement programs, Adopt-a-School projects and corporate volunteer programs are functioning on a widespread basis, as schools and companies recognize their compatibility and ability to meet each others' needs.

Mutual trust and respect between industry and education are growing by the day, as schools and businesses realize the common problems they face--problems and realities such as dwindling resources, inflation, high prices, pressures from special interest groups and changing social patterns.

Everyone benefits from successful school-business commitments and working relationships. Students profit from a higher quality of education and better knowledge and preparation for the world of work. Schools benefit from the expertise volunteered and offered by business and industry resources. Business will discover positive affects of employee morale and an increased sense of prestige within the community, as well as gain a better understanding of education. And, finally the community will benefit from a healthy education environment and a better prepared labor force from which to draw.

The economic future of Pennsylvania brightens each time a business and a school unite, make a commitment, and decide--together--to do what it takes to improve the quality of life.

In this spirit, I want to invite and encourage you to participate in the Industry Education Seminar--to share ideas, programs, and plans that will be of mutual benefit to all of us.

Sincerely,

Robert G. Scanlon
Robert G. Scanlon



THE FEATURED SPEAKER
AT THE
INDUSTRY-EDUCATION LUNCHEON
WILL BE

DR. DONALD CLARK
PRESIDENT, NAIEC

HUMAN RESOURCE DEVELOPMENT
FOR INDUSTRY THROUGH EDUCATION

Human resources continue to be industry's most valuable resource.

The education and training process required to develop outstanding human resources is not easy, fast, or inexpensive. Emphasis on short term transition services in secondary schools, for example, has not been effective in preparing youth for work. A program reaching *all* levels of education is needed for a comprehensive approach to human resource development.



DATE: May 26, 1982

LOCATION: Marriott Inn
Harrisburg, PA

To register: Call Lancaster-Lebanon
IU 13 Adult Education
717 - 569-8561

Or

Mail in attached
registration form.

Deadline for reservations is
May 19, 1982.

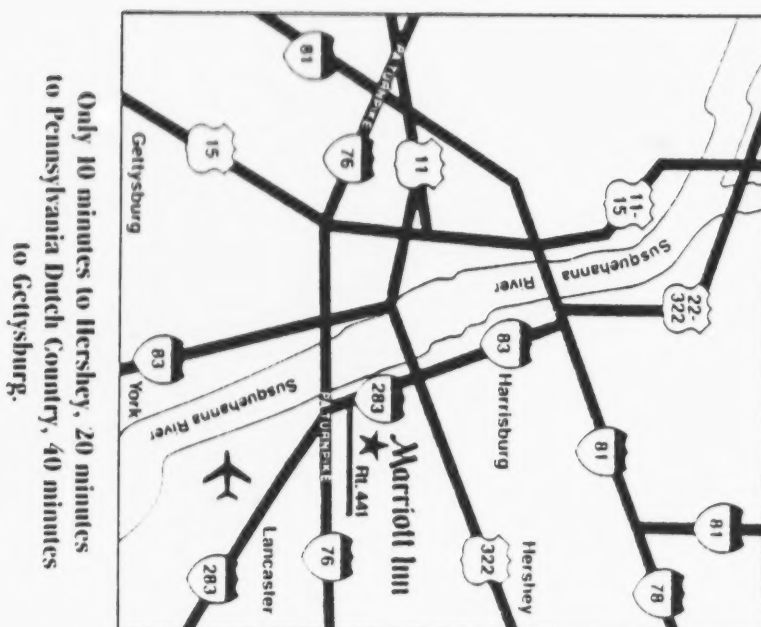
INDUSTRY - EDUCATION SEMINAR

NAME _____
TITLE _____
COMPANY/AGENCY _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____ PHONE _____

I will be attending the luncheon. ____ Yes ____ No

MAY 26, 1982

*Room reservations should be made directly with the
Harrisburg Marriott.



When Marriott does it, they do it right. ^(TM)

**Harrisburg
Marriott Inn**
4650 Lindle Road (On I-283 at Exit One, Route 441)
Harrisburg, PA 17111
(717) 564-5511 Toll-free (800) 228-9290

LANCASTER - LEBANON INTERMEDIATE UNIT

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JAMES L. CROTHERS, BOARD SECRETARY/BUSINESS MANAGER

Adult Education

Non-Public Program

INDUSTRY-EDUCATION SEMINAR

AGENDA

8:30 - 9:00 am Registration

9:00 - 9:10 am Welcome from the PA Department of Education

Dr. John Christopher, Chief
Division of Adult Education and Training Programs
Bureau of Vocational Education

9:10 - 10:15 am Session I

The PENPRIDE Program

Sherry Royce, Director Adult Education
Lancaster-Lebanon Intermediate Unit 13

Developing Linkages with
Industry

A Panel Presentation:
Timothy D. Myers, Program Specialist
Lancaster-Lebanon Intermediate Unit 13

Linda Malesic
Industrial Training Consultant

Robert Clarke, Director of Vocational
Technical Programs
Northampton Community College

Pieter Miller, Director Adult Education
Reading Area Community College

Nancy Desmond, Center Director
State College School District

Dr. Mark C. Nagy, President
Mark C. Nagy Associates

10:15 - 10:30 am Break

10:30 - 11:30 am Session II

Industry Success Story

James C. Harding, Personnel Director
M&M/Mars, Inc.

Linda Malesic
Industrial Training Consultant

11:30 - 11:50 am Questions

11:50 - 12:00 am Seminar Evaluations

12:00 - 1:30 pm Luncheon

Speaker: Dr. Donald Clark, President
National Association for Industry-Education Cooperation

Topic: "Human Resource Development"

1:30 - 2:30 pm Session I

PENPRIDE Program

Sherry Royce, Director Adult Education
Lancaster-Lebanon Intermediate Unit 13

Developing Linkages with
Industry

A Panel Presentation:

Timothy D. Myers, Program Specialist
Lancaster-Lebanon Intermediate Unit 13

Linda Malesic
Industrial Training Consultant

Robert Clarke, Director of Vocational-
Technical Program
Northampton Community College

Pieter Miller, Director Adult Education
Reading Area Community College

Nancy Desmond, Center Director
State College School District

Dr. Mark C. Nagy, President
Mark C. Nagy Associates

2:30 - 2:45 pm Break

2:45 - 3:30 pm Session II

"How to Market" the PENPRIDE
Program

James C. Harding, Personnel Director
M&M/Mars, Inc.

Sherry Royce, Director Adult Education
Lancaster-Lebanon Intermediate Unit 13

3:30 - 3:50 pm Questions

3:50 - 4:00 pm Seminar Evaluations

THANK YOU FOR ATTENDING THE INDUSTRY-EDUCATION SEMINAR!

LANCASTER - LEBANON INTERMEDIATE UNIT

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Adult Education

Non-Public Program

Dr. John Christopher

Dr. John Christopher is an educator, he has been a teacher, a counselor, a principal, a district supervisor and a director of numerous programs including a local adult education program and a neighborhood Youth Corps. In his spare time, he officiates amateur and professional boxing.

Currently Chief of Pennsylvania Department of Education's Division of Adult Education and Training Programs, Dr. Christopher has been an Assistant Superintendent of Schools and the State Director for educational programs such as Media Services, Corrections Education, Career Education and Pupil Personnel Services and Libraries.

It is one of the Division's goals to seek out industries and businesses who are in need of funds to train persons for employment. The Division will assist industry and business in tailor-made programs designed to fit their specific manpower needs. Funds for occupational training are available on a 100% funding basis.

James C. Harding

James C. Harding received his BS in Journalism from Syracuse University and served with the US Navy in Vietnam. He was the Industrial Relations Manager for the Chicago Pneumatic Tool Company and later held both domestic and international positions with Chesebrough-Ponds, Inc. He joined M&M/Mars as Manager of Compensation and Benefits in 1975. In 1977 he became Personnel Director at M&M/Mars, Inc. in Elizabethtown, PA. Mr. Harding is involved in developing a training model for education and industry which is transportable not only within M&M/Mars, Inc., but to other industries as well. He serves on the Education Committee of the Lancaster Association for Commerce and Industry.

Sherry Royce

Sherry Royce initiated the adult education program in Lancaster and Lebanon Counties and has served as its Director since 1967. A graduate of Hunter College with a degree in Journalism, Mrs. Royce earned a M.Ed from Millersville State College with a specialty in reading and has taken adult education graduate courses at Temple University. The author of eleven basic reading and English as a Second Language adult texts, Mrs. Royce has served as a consultant to State Departments of Education and publishers such as Doubleday and Company, Inc.

Her involvement in industry-education programs began in 1967 and, under her direction, the Adult program in Lancaster County has provided services to thirteen industries. In June 1975, the Intermediate Unit 13 Adult Education Program was cited by HEW as one of five model programs in the nation for Industry-Education cooperation.

Linda M. Malesic

Linda M. Malesic is an Industrial Training Consultant whose clients have been organizations in industry, education, and the military. Most recently, she has been responsible for the design, research and development, coordination, and implementation of in-house training programs at High Industries, M&M/Mars, Inc., and Armstrong World Industries. She has served in numerous capacities with I.U. 13 Adult Education and was the first recipient of the Adult Education "Teacher of the Year" award in 1975.

Mrs. Malesic holds a B.A. in English from Penn State University. Her civic and professional organizations include the American Association of University Women, PA Association of Adult Continuing Education, the James Buchanan Foundation, and St. Joseph's Hospital Junior Auxiliary.

Timothy D. Myers

Timothy D. Myers is a Program Specialist for the Adult Education Department of Lancaster-Lebanon I.U. 13. As a Program Specialist for the Industry Project, he has been responsible for contacting local business/industry, setting up in-house industry training, developing an Industry-Education brochure, and coordinating all aspects of the Industry-Education Seminar.

Previously, he served as an instructor in the Employment and Training Program, was a resource room coordinator, and worked as a public school teacher.

He has a M.ED and BS from Millersville State College.

Robert G. Clarke

Robert G. Clarke is the Director of Vocational Technical Programs at Northampton County Area Community College. He is responsible for all industry technical and skill training, four credit programs, and adult technical training programs. Mr. Clarke has been involved in developing customized training programs for local businesses and industry.

Mr. Clarke has a B.S. and M.S. degree and is currently a doctoral candidate at Lehigh University. He is member of the American-Society for Training and Development, the Council on Occupational Education, and the American Vocational Association.

Nancy Desmond

Nancy Desmond is the Director of Continuing Education for the State College Area School District. She is responsible for the planning, development, and operations of non-credit continuing education, adult basic education, and information referral services. In working with local industries, her program has provided training in computer literacy, pre-retirement, and small business management. Ms. Desmond is a member of AEA, NAPCAE, PAACE, AND AAUW.

Pieter Miller

Pieter Miller is the Director of Adult Education for Reading Area Community College and is responsible for directing all aspects of the RACC Adult Education Program. Mr. Miller has worked cooperatively with representatives of several major industries in the Reading area to provide services for company employees. Mr. Miller worked as a teacher and coordinator of Adult Education prior to his appointment as director.

Dr. Mark Nagy

Dr. Mark C. Nagy is President of Mark C. Nagy Associates. He recently retired as Superintendent of William Penn School District in Delaware County after ten years of service. Dr. Nagy has broad experience in vocational-technical and community college education. He has worked on many cooperative projects with human service agencies, businesses, and industry and is very active in promoting community education throughout the Commonwealth.

Dr. Nagy serves on the Community Advisory Committee for Fitzgerald Mercy Hospital and is past president of the Delaware County School Administrators.

Dr. Don Clark

Dr. Don Clark is president of the National Association for Industry-Education Cooperation. Mr. Clark established the first Industry-Education Council in New York state in 1971. He is the former Director of the Center for Economic Education at the State University College in Buffalo, New York. Dr. Clark's background also includes corporate management, public and higher education, teaching and administration, radio and television, and consultant to businesses, professional associations, and government agencies. He has authored numerous articles and publications on Industry-Education Cooperation, career education, and economic education, as well as has addressed state and national audiences on these subjects.

M. R. LOSEY
Vice President for Personnel

February 9, 1982

Mrs. Sherry Royce
Director, Adult Education
Lancaster-Lebanon Inter-
mediate Unit
Box 5026
Lancaster, PA 17601

Dear Sherry:

I understand you wanted a small comment from me about "what education can do for industry".

One comment might be on our pre-retirement counseling seminar.

If you were to quote me, you might want to say:

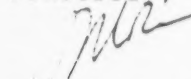
"When we offered our first pre-retirement seminar several years ago, IU-13 was very instrumental in establishing a planning program. Their program concept was designed to allow our in-house specialists to continue conducting seminars based on initial training. The employee response to our seminars speaks for itself. We conduct two a year and have been working from a waiting list."

Obviously, companies or society for that matter, cannot exist without education. Also, with the increasing requirements for productivity, quality and innovation, education will become much more important.

To the extent the educational process in America can contribute to these efforts, industry will benefit and so will our nation in a world which is becoming much more competitive.

Thank you for asking me.

Sincerely,


M. R. Losey



**New industry training
service in Pennsylvania.**

-59-

Pennsylvania will custom-train your work force.

From the moment your industry makes the decision to locate in Pennsylvania, a specialized Industrial Training Service swings into action training the work force you need to begin production from the very first day.

There is no red tape involved. The Bureau of Vocational Education within the Pennsylvania Department of Education has a highly mobile group of staff advisors who will supply the technical assistance to set up the training program.

A continual supply of skilled manpower is provided by a statewide network of vocational-technical education training centers all oriented to business and industry.

A fully-train



ed work force producing the very first day.



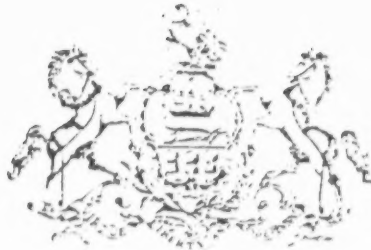
New Industry Training Service (occupational training) can save your company money!—in dollar amounts per employee—because of turnover, product waste, and training/administrative time and effort. Many managers state that this service makes the difference between starting up in the profit column, and taking a year or two in the red.

Occupational training is available to both industries locating in Pennsylvania and companies within the state planning expansion.

This is a state supported program, authorized by legislation in 1957, (P.L. 899—Pennsylvania Code, Sec. 2508.3) and is administered by the Pennsylvania Department of Education, Bureau of Vocational Education in cooperation with:

- The Pennsylvania Department of Commerce, Bureau of Economic Development.
- The Pennsylvania Department of Labor and Industry, Bureau of Employment Service.
- The Pennsylvania Department of Public Welfare.
- Local Boards of Public Education.

For more information contact:
Commissioner for Basic Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126



The Pennsylvania Department of Education, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, sex, handicap, or because a person is a disabled veteran or a veteran of the Vietnam Era. This policy of non-discrimination extends to all other legally protected classifications. Publication of this policy in this document is in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973.

Inquiries should be directed to Vercena McFarland, Affirmative Action Officer, 503/504 Coordinator and Title IX Coordinator, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126.



1

YOUR OBJECTIVES. All training is geared to your exacting objectives: high quality products, productivity standards and safety requirements.

2

TRAINING TIME. Using "training by objectives," the New Industry Training Service Program has been able to cut training time 75 to 90 percent over traditional on-the-job training methods.

3

TAILOR-MADE TRAINING. No two companies are the same. Therefore, no two training programs are the same. Every outline and job breakdown is developed by your specific manpower needs.

4

PRE-TRAINING. Trainees are often taught basic math, blueprint reading and the use of measuring instruments before they are ready to learn to use complex machines.

5

TRAINING EQUIPMENT. New Industry Training Service furnishes all general training equipment. Your company supplies specialized equipment and tools. Trainees learn your jobs with your equipment in or near your plant.

6

SKILLS TESTING. Every trainee must successfully complete a vigorous test of entry-level job performance objectives before he or she is ready for employment.

7

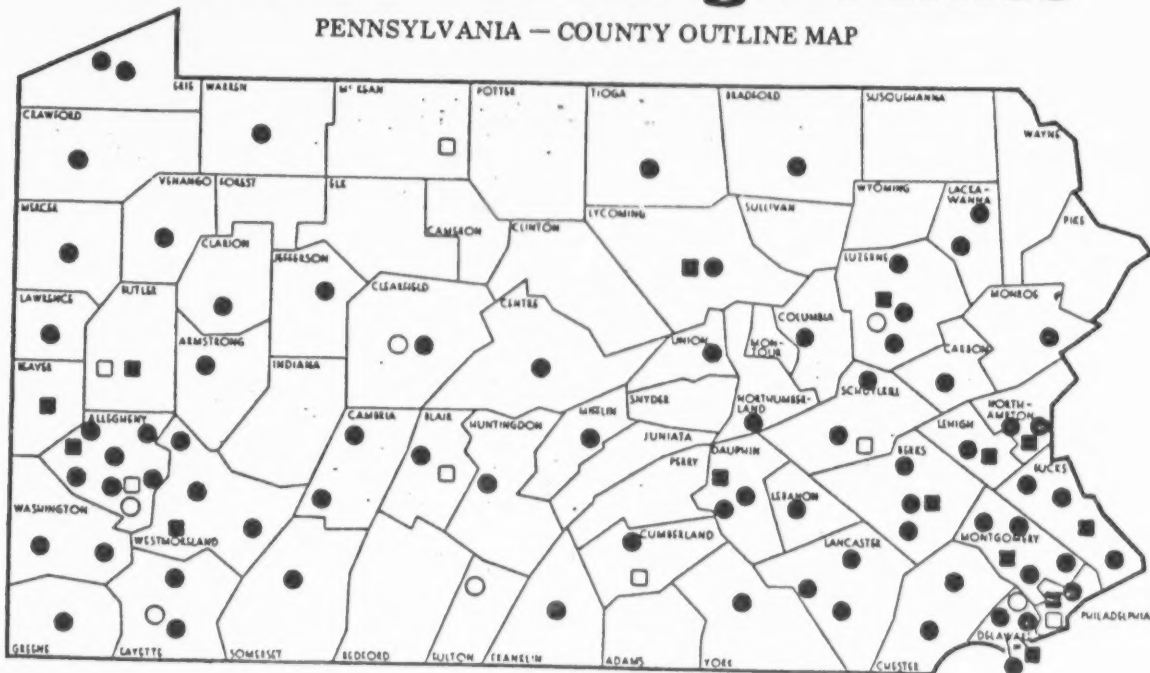
HANDS-ON EXPERIENCE. We want you to have the very best people available, ready to do a specific job when you're ready for them.

8

CAREER CENTERS. Training begins before you start construction and continues until you are fully staffed. Then our network of vocational career centers takes over where New Industry Training Service ends. Pennsylvania is dedicated to your initial and continued success.

Abundant training facilities

PENNSYLVANIA — COUNTY OUTLINE MAP



- Indicates the approximate location of an area vocational-technical school.
- Indicates Public Community Colleges offering vocational-technical programs.
- Indicates Comprehensive High Schools offering 5 or more trade & industrial programs.
- Indicates University (Off-Campus Centers) - McKeesport, DuBois, Philadelphia, Luzerne, Mt. Alto.

AREA VOCATIONAL-TECHNICAL SCHOOLS

Admiral Peary, Ebensburg
 Altoona, Altoona
 A. W. Beattie, Pittsburgh
 Berks County, Leesport
 Berks - East, Oley
 Berks - West, Leesport
 Bethlehem, Bethlehem
 Bradford County, Towanda
 Bucks County, Fairless Hills
 Carbon County, Jim Thorpe
 Central Chester County, Coatesville
 Central Montgomery County, Norristown
 Central Westmoreland County, New Stanton
 Centre County, Pleasant Gap
 Clarion County, Shippensburg
 Clearfield County, Clearfield
 Columbia-Montour, Bloomsburg
 Crawford County, Meadville
 Cumberland-Perry, Mechanicsburg
 Dauphin County, Harrisburg
 Delaware County, Media
 Delaware County - Aston, Aston
 Delaware County - Folcroft, Folcroft
 Delaware County - Margie, Broomall
 Eastern Montgomery, Willow Grove
 Eastern Northampton County, Easton
 Eastern Westmoreland County, Latrobe
 Erie City, Erie

Erie County, Erie
 Fayette County, Uniontown
 Forbes Road East, Monroeville
 Franklin County, Chambersburg
 Greater Johnstown, Johnstown
 Greene County, Waynesburg
 Harrisburg Steelton-Highspire, Harrisburg
 Hazleton, Hazleton
 Huntingdon County, Mill Creek
 Jefferson County, Dubois, Reynoldsville
 Juniata-Mifflin County, Lewisburg
 Lackawanna County, Scranton
 Lackawanna County - North, Mayfield
 Lackawanna County - South, Scranton
 Lancaster County, Willow Street
 Lancaster County - Brownstown, Brownstown
 Lancaster County - Mt. Joy, Mt. Joy
 Lancaster County - Willow Street, Willow Street
 Lawrence County, New Castle
 Lebanon County, Lebanon
 Lehigh County, Schnecksville
 Lenape, Ford City
 McKeesport, McKeesport
 Mercer County, Mercer
 Middle Bucks County, Jamison
 Monroe County, Bartonsville
 Mon Valley, Charleroi

Northern Chester County, Phoenixville
 Northern Westmoreland County, New Kensington
 North Fayette County, Connettsville
 North Montico, Lansdale
 Northumberland County, Shamokin
 Parkway West, Oakdale
 Philadelphia, Philadelphia
 Pittsburgh, Pittsburgh
 Reading-Muhlenberg, Reading
 Schuylkill County, Pottsville
 Schuylkill County - North, Frackville
 Schuylkill County - South, Mar Lin
 Somerset County, Somerset
 Steel Valley, West Mifflin
 SUN, New Berlin
 Tioga County, Wellsboro
 Upper Bucks County, Perkasie
 Venango County, Oil City
 Warren County, Warren
 Western Area, Canonsburg
 Western Montgomery, Limerick
 West Side, Kingston
 Wilkes-Barre, Wilkes-Barre
 Williamsport, Williamsport
 Williamsport Area Community College providing
 Area Vocational-Technical School Services
 York County, York

COMMUNITY COLLEGES OFFERING VOCATIONAL-TECHNICAL PROGRAMS

Bucks County Community College
 Newtown
 Butler County Community College
 Butler
 Community College of Allegheny County - College Office
 Pittsburgh
 Allegheny Campus
 Pittsburgh
 Boyce Campus
 Monroeville
 College Center - North
 Pittsburgh
 South Campus
 West Mifflin
 Community College of Beaver County
 Monaca
 Community College of Philadelphia
 Philadelphia

Delaware County Community College
 Media
 Harrisburg Area Community College
 Harrisburg
 Lehigh County Community College
 Schnecksville
 Luzerne County Community College
 Nanticoke
 Montgomery County Community College
 Blue Bell
 Northampton County Area Community College
 Bethlehem
 Reading Area Community College
 Reading
 Westmoreland County Community College
 Youngwood
 Williamsport Area Community College
 Williamsport

MEMBERSHIP BENEFITS

As a member, you will be helping to support and broaden NAIEC's program. Also, you will receive a wealth of informative, useful services, including:

1. Bi-monthly issues of the **NAIEC Newsletter**, the leading publication on new developments in industry-education cooperation.
2. A variety of **national and regional conferences** designed to meet the needs industry-education practitioners.
3. A **Washington presence** in the Nation's Capital, to represent you and your interests in national affairs.
4. **Professional publications** such as handbooks, guides, special newsletters and audio-visual material on Industry-Education Councils, Community Resources Workshops, School-Based Job Placement, Industry-Sponsored Educational Materials, and Educational Management.
5. **Achievement and recognition** for outstanding accomplishments in improving industry-education joint efforts through NAIEC's Awards Program; and
6. **Technical assistance** in developing, implementing, and evaluating industry-education cooperative programs and activities.
7. **PLUS, professional contacts** through local chapter, regional and national meetings.

MEMBERSHIP APPLICATION

MAIL TO: National Association for Industry-Education Cooperation, Inc.
235 Hendricks Boulevard
Buffalo, New York 14226

Membership
Year

PLEASE TYPE OR PRINT

NAME _____
TITLE _____
ORGANIZATION _____
STREET _____
CITY, STATE, ZIP _____
PHONE () _____

DIVISIONS (Check One) Interest

- ☐ Industry-Education Council
- ☐ Community Resource Workshop
- ☐ Job Placement
- ☐ Industry-Sponsored Educational Materials
- ☐ Economic Development
- ☐ Work Education (Vocational, Career, Consumer, Economic)
- ☐ School Management

☐ NEW MEMBERSHIP
☐ RENEWAL MEMBERSHIP

MEMBERSHIP TYPE (Check only one)

- ☐ Individual \$20.00
- ☐ Council/Chapter \$25.00
- ☐ Institutional \$100.00
Non-profit

Corporate

Based on net earnings

- ☐ Under 25MM \$250.00
- ☐ 25 up to 100 \$500.00
- ☐ 100 up to 250 \$750.00
- ☐ 250MM over \$1000.00

9/81



NAIEC
NAIEC
NAIEC

National Association
for Industry-
Education
Cooperation



WHAT NAIEC IS

NAIEC is the national clearinghouse for information on industry involvement in education.

NAIEC provides leadership in developing effective joint industry and education efforts to implement policy and programs aimed at helping youth acquire employable skills, work attitudes, and an understanding of our economic system.

Since 1964, the Association has helped to bring industry and the schools together to improve the relevance and quality of educational programs at all levels. It was founded by representatives of organizations such as the National Association of Manufacturers, American Iron and Steel Institute and American Gas Association and educators from public schools and post secondary institutions.

NAIEC is a national voluntary non-profit 501(c)(3) organization representing a broad base of membership from corporations, trade associations, colleges and universities, an affiliated network of Industry-Education Councils, school districts, state education departments, labor organizations, government agencies, and professional groups in every state.

Funds for the Association's activities are provided from membership dues, private industry, and grants for special projects.

WHAT NAIEC STANDS FOR

NAIEC'S programs are based on two fundamental convictions:

1. Well organized coordination between employers and educators provides the most cost-effective means to help students in their transition from school to the workplace. This, in turn contributes to human resource and community economic development.
2. A comprehensive and structured community resources delivery system — the local Industry-Education Council — is essential for the improvement of basic education, work-related attitudes, vocational skills, and high academic standards.

HOW NAIEC SERVES

The Association fulfills its objectives by:

- Establishing *Industry-Education Councils* and providing consultative services for operation and programming,
- Installing staff development programs including *Community Resources Workshops* designed to improve both instruction and curriculum through the use of local industry volunteers and community resources.
- Serving as a *national clearing house* for industry sponsored educational materials, operating information services, conducting program evaluation, and initiating research and policy studies.
- Promoting innovative programs and materials about school based *job placement* services.
- Conducting workshops, seminars, institutes and regional conferences highlighting *leadership development* in industry-education cooperation.
- Developing, publishing and disseminating new and improved *program information* and materials through newsletters, journals, and guides.
- Maintaining active *liaison* with other major organizations and associations involved in industry-education efforts such as the Chamber of Commerce of the U. S., National Federation of Independent Business, and American Society for Training and Development.

IMPROVING HUMAN RESOURCE DEVELOPMENT

Human resources continue to be industry's most valuable resource.

The education and training process required to develop outstanding human resources is not easy, fast, or inexpensive. Emphasis on short term transition services in secondary schools, for example, has not been effective in preparing youth for work. A program reaching *all levels* of education is needed for a comprehensive approach to human resource development.

It is important to sort out the assumptions, expectations, and realities associated with improving the education-to-work programs by stressing the role of industry and education cooperation. Such a process should lead to improved planning at the local, state, and national levels of both industry and education.

A work related curriculum developed by educators with appropriated skills and knowledge acquired through staff development with the assistance of leaders from the business, labor, government, and professional community will do much to advance youth experience and training.

Please take the responsibility of contributing toward a better workplace by becoming a member of the National Association for Industry-Education Cooperation.

81



THE MOST IMPORTANT \$10.00 YOU'LL SPEND THIS YEAR, AND POSSIBLY IN YOUR CAREER...

...is a tax-deductible \$10.00 donation that will place valuable resources and benefits at your fingertips—many of which have never been made available to educators before:

- FREE OR INEXPENSIVE INDUSTRY-SPONSORED K-12 EDUCATIONAL MATERIALS IN ALL DISCIPLINES—everything from FREE books to classroom materials to AV, reviewed first and approved by educators.
- ARTICLES ON HOW TO MATCH YOUR SKILLS TO JOBS IN BUSINESS AND INDUSTRY.
- LISTS OF INDIVIDUAL AWARDS AVAILABLE TO YOU, YOUR STUDENTS, AND SCHOOL.
- INFORMATION ON SPECIAL GRANTS, WHERE THEY ARE, AND HOW TO GET THEM.
- SUGGESTIONS BY OTHER TEACHERS ON THE MOST SUCCESSFUL WAYS TO WORK WITH INDUSTRY-SPONSORED MATERIALS.

AND MUCH, MUCH MORE

Because your \$10.00 donation includes a membership in the NAIEC'S "NATIONAL CLEARING HOUSE." And that's what allows you to receive what you've been asking for.

IN ADDITION YOU'LL RECEIVE...

...a six-times-a-year publication THE TEACHER'S GUIDE TO INDUSTRY-EDUCATION COOPERATION.

In it, you'll find objective reviews on industry-sponsored materials—reviewed by active, experienced classroom teachers and media specialists from across the nation—so you choose which fit best into your curriculum.

You'll find features about educators who have taken their skills into private industry—and articles on how and where you can do the same, both full-time and part-time.

We'll tell you about the many grants available to educators, libraries, and schools that you probably never knew existed...or are now available for the first time.

And you'll find articles on how other educators have successfully used free industry-sponsored materials—leading to greater classroom success.

IT MEANS A LOT TO BE A NAIEC NATIONAL CLEARING HOUSE MEMBER

It means that you will have NAIEC as YOUR representative...your sounding board and clearinghouse for industry-sponsored materials and programs—so when you see our approval you'll know they're educationally sound. And as a member, we'll be an important link between you and industry.

And you may be NAIEC's "Educator of the Year," which means you'll win an all-expense paid trip to the educational meeting or convention of your choice—anywhere in the continental United States.

Most important, your membership will provide America's industry with incentive to give even more help in the areas you need—areas you'll tell us about as a member.

HOW CAN SO MUCH COST SO LITTLE?

It's because NAIEC is a non-profit, non-affiliated educational organization supported by members, corporations, foundations, and associated members.

And that's why your donation could very well be the wisest investment you'll make this year...and possibly in your career.

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION

235 Hendricks Blvd.
Dept. L-8-81
Buffalo, New York 14226

YES, I want all the benefits of being an NAIEC
"National Clearing House Member."

☐ Enclosed is my tax-deductible, \$10.00 donation

NAME _____

POSITION _____

GRADE/SUBJECT _____

SCHOOL _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

National Association
for Industry-Education Cooperation.

Dept. 1-4

235 Hendricks Blvd. - Buffalo, New York 14226

over

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A National Resource Is Available for Educational Improvement In the 1980s

The decade of the eighties will see even greater initiative from educators in developing extensive industry-education cooperation in many more school systems and within post secondary institutions to make curricula more relevant and sensitive to the needs of our post-industrial society.

Utilizing industry and other community volunteer resources in education takes on added importance in view of the current trend toward fiscal conservatism and program accountability. *The Teacher's Guide to Industry-Education Cooperation* provides professional staff with the most cost-effective means of identifying and accessing free or inexpensive resources available from industry that contribute significantly to the development and testing of new programs when they are needed and improvement of classroom instruction.

Industry-sponsored educational materials, in particular, have served a valuable role and proven effective in giving information to students in an area where the sponsoring organization has achieved a high degree of specialization. When properly designed and evaluated, sponsored resources can be used to motivate students and direct their energies into productive channels of growth.

The NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION has, since 1949, promoted the use and assisted in the development of sponsored educational materials. As the national advocate for improving joint efforts between the schools and the industry (business, labor, government and the professions), NAIEC recently established a Clearinghouse for Industry-Sponsored Educational Materials to bring supplementary resources and program information to the classroom through an organized and efficient delivery system.

The Clearinghouse's *Teacher's Guide* is designed to eliminate the fragmented, uncoordinated, and duplicative efforts that have, too often, characterized industry-education cooperation. It serves as the national dissemination vehicle for information on quality sponsored materials and a wide range of effective industry-education cooperative programs and activities that have contributed to educational improvement at all levels.

Throughout the years, NAIEC has demonstrated leadership in organizing for a broader base of industry involvement in education throughout the nation. The Association's Clearinghouse function and *The Teacher's Guide* represent a major step in strengthening the relationship between these two sectors thereby helping educators make their programs responsive to the current and future needs of their students.

DR. DONALD M. CLARK
President, NAIEC



AN INDUSTRY-EDUCATION PARTNERSHIP

A 310 PROJECT LANCASTER-LEBANON IU 13 ADULT EDUCATION

"THIS ADMINISTRATION SEES THE PRIVATE SECTOR AS BEING MUCH MORE IMPORTANT TO THE TOTAL EDUCATIONAL ENTERPRISE THAN ANY OTHER ADMINISTRATION IN MY MEMORY...WE MUST MAKE USE OF ALL SYSTEMS AND FACILITIES, WHETHER THEY BE IN OUR SCHOOLS AND COLLEGES, IN BUSINESS AND INDUSTRIAL PLANTS..."-

DR. ROBERT WORTHINGTON
U.S. DEPARTMENT OF EDUCATION

A 310 Special Adult Education Project

Lancaster-Lebanon Intermediate Unit 13
Box 5025 Lancaster, PA 17601
Phone (717) 569-2561

SEMINAR INFORMATION PACKET

LANCASTER - LEBANON INTERMEDIATE UNIT APPENDIX O

PROGRAMS DIVISION

Box 5026 • Lancaster, PA 17601 • Telephone (717) 569-8561

L. LLOYD RUOSS, Ed.D., EXECUTIVE DIRECTOR

JAMES L. CROTHERS, BOARD SECRETARY/BUSINESS MANAGER

Adult Education
Instructional Materials Service

Non-Public Program

ITT GRINNELL

A prime example of a cooperative effort between industry and education can be found at ITT GRINNELL. Part of ITT Grinnell's Affirmative Action Plan for 1981, was to encourage employees to improve their education and assist them in upgrading their performance in their current positions.

A skills inventory taken by the EEO coordinator indicated a need for employees to upgrade their reading, writing, mathematics, and English speaking abilities. The results of this skills inventory prompted Grinnell to contact Lancaster-Lebanon IU 13 for assistance in developing an in-house program which would provide employees with the opportunity to improve their basic education skills.

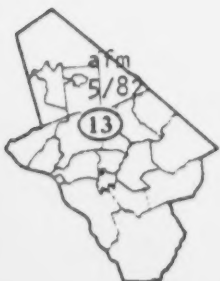
One phase of the planning stage was a presentation by the EEO coordinator and the IU 13 program specialist to plant supervisors and union grievance committee members explaining the concept of employee training and its benefits to the supervisor, the employees, and the company.

A major component of the presentation was the completion of a life skills survey. Each supervisor checked specific life skills which they felt were needed by the majority of the employees they supervised.

The union grievance committee members also completed the life skills survey based on what they felt were the needs of the membership which they represented.

Attached is a copy of the survey as well as the results which show the common areas as selected by both supervisors and the union grievance committee members.

This is one example of how industry and education can work cooperatively to identify some of the needs of a company's employees.



DIRECTIONS:

Please read each item carefully.

Check the items from each group that you feel are most important for your employees to know.

Please write in the extra blanks, any other areas that you feel would be good for your employees to know.

OCCUPATIONAL KNOWLEDGE	HEALTH AND SAFETY	MONEY MANAGEMENT
☐ Employee Job Interests ☐ How To Identify Skills ☐ The Right Work Attitude ☐ How To Deal with Other Workers/Work Situations ☐ Good Work Habits ☐ Communicating with your Supervisor ☐ Goals and Goals on the Job ☐ Understanding Payroll Deductions ☐ Understanding Employee Benefits (sick leave, vacations, hospitalization) ☐ Understanding W-4 and Social Security Forms ☐ Understanding the Functions of Labor Unions. ☐ How to Write a Personal Fact Sheet ☐ How to Fill Out a Job Application Form ☐ How to Resign from a Job ☐ Understanding what "Equal Opportunity Employer" means ☐ _____ ☐ _____ ☐ _____	☐ Safety on the Job ☐ Basic First Aid/CPR ☐ Alcohol and Its Effects ☐ Problems of Drug Abuse ☐ The Effects of Smoking ☐ Understanding the Effects of Stress ☐ Understanding Depression ☐ Understanding Health Insurance ☐ Heart Disease ☐ Home Safety ☐ Eating Well-balanced Meals ☐ Family Planning ☐ Pregnancy and Pre-natal Care ☐ Proper Dental Care ☐ Symptoms and Treatment of VD ☐ _____ ☐ _____ ☐ _____ ☐ _____	☐ How to Figure Out Wages ☐ Buying Food Wisely ☐ Making a Budget ☐ Comparison Shopping ☐ Renting an Apartment ☐ Buying a New or Used Car ☐ Understanding Consumer Fraud and Consumer Protection ☐ Establishing Credit ☐ Borrowing Money and the Types of Loans Available ☐ Understanding Checking Accounts ☐ Understanding Savings Accounts ☐ How to Buy Insurance (car, life, homeowners, etc.) ☐ Understanding Advertising ☐ Understanding Utility Bills ☐ _____ ☐ _____ ☐ _____ ☐ _____

LIFE SKILL SURVEY RESULTS

SEMINAR INFORMATION
PACKET - APPENDIX O

The following shows the comparison of top ranked life skill areas as selected by union grievance committee members and plant supervisors. Asterisks denote common areas.

Union Grievance Committee		Plant Supervisors	
Rank	OCCUPATIONAL KNOWLEDGE	Rank	OCCUPATIONAL KNOWLEDGE
1	Understanding the function of labor unions	1	The right work attitude
	Understanding employee benefits		
2	Understanding payroll deductions	*2	Communicating with your supervisor
	Understanding W-4/Social Security		
*3	Communicating with your supervisor	3	How to deal with other workers/work situations
*4	Good work habits	*4	Good work habits
	Do's and Don'ts on the job		
5	Understanding equal opportunity	5	Employee job interests
Rank	HEALTH AND SAFETY	Rank	HEALTH AND SAFETY
*1	Safety on the job	*1	Safety on the job
	Understanding health insurance		
2	Basic first aid	*2	Alcohol and its effects
*3	Problems of drug abuse	*3	Problems of drug abuse
*	Alcohol and its effects		
*4	Understanding the effects of stress	4	Basic first aid
	The effects of smoking		
5	Heart disease	*5	Understanding the effects of stress
Rank	MONEY MANAGEMENT	Rank	MONEY MANAGEMENT
*1	How to figure out wages	*1	How to figure out wages
2	Establishing credit	*2	Making a budget
	How to buy insurance		
*3	Making a budget	3	Understanding consumer fraud
*4	Borrowing money	*4	Borrowing money

PLANNING YOUR FUTURE
A PRE-RETIREMENT PROGRAM
FOR EMPLOYEES OF
VICTOR F. WEAVER, INC.

THIS PROGRAM IS A COOPERATIVE EFFORT OF
LANCASTER-LEBANON INTERMEDIATE UNIT 13
AND VICTOR F. WEAVER, INC.

LANCASTER-LEBANON INTERMEDIATE UNIT

APPENDIX O

PROGRAMS DIVISION

Box 5026 Lancaster, PA 17601 Telephone: (717) 569-8561

L. LLOYD RUOSS, Ed.D., EXECUTIVE DIRECTOR
JAMES L. CROTHERS, BOARD SECRETARY/BUSINESS MANAGER

PLANNING YOUR FUTURE

SESSION 1: PLANNING YOUR FUTURE

You have decided to spend many years working. Now you are at a point to consider whether or not you wish to continue working or make some alterations. Like before you are planning your future.

What role does work play in your life? What do you want to do? Where do you want to live? How much money do you need to live the life you want? What do you need to know in order to decide upon retirement? What are all the options available to you?

The following sessions present factual information relevant to people investigating retirement. Concerns like health and fitness, housing, taxes and social security, leisure and work, legal affairs, financial planning and adjusting to role change are all important.

Relax, ask questions and begin to think about - WHAT YOU WANT TO RETIRE TO.

SESSION 2: HEALTH MAINTENANCE

Health is another key factor in successful retirement. The best way to be young for your years at sixty and seventy is to begin to take better care of yourself immediately. Good health is as important to you now as in the future.

What can you do today to add to your investment in a healthy future? Consider these:

- . watch your eating habits
- . get enough rest
- . exercise according to your age and requirements
- . have a yearly medical check-up
- . don't ignore danger signals
- . avoid accidents
- . look to your future creatively.

SESSION 3: HOUSING IN RETIREMENT

An important consideration for every couple, widow, or single person is "where will I live after retirement?" Whether to stay put or "get away from it all" should be planned with great care. In regard to housing the key to making wise decisions in retirement is knowing all the facts and options available in given situations.

This session will concentrate on:

- . variety of options for living arrangements
- . community resources and services available and how to use them to advantage.

SESSION 4: VARIOUS FORMS OF TAXES AND SOCIAL SECURITY

Another of the economic aspects of retirement is the various forms of taxes. Despite popular belief, taxes do not cease upon retirement. Although your social security will be wholly tax exempt, your pension plan, if noncontributory, will be looked upon as income by the IRS and fully taxable.

However, don't fret, there are some tax benefits especially designed for those sixty-five and older.

To be thoroughly informed of tax procedures is certainly one key to diminishing problems and headaches in your retirement years.

The topics to be discussed include:

- . tax estimating
- . double exemptions
- . tax deductions usually overlooked
- . reducing income taxes
- . sixty-five special tax exemptions on housing

SESSION 5: LEISURE TIME AND TRAVEL OPPORTUNITIES

One of the more important keys to successful retirement is activity... something to do. Planning what you will do with your leisure hours is as important as making the proper financial arrangements.

Remaining open to life, seeking new challenges, cultivating wide interests, and promoting reasonable social contacts are key factors to satisfaction and joy in retirement.

This session will explore the question: "What do I really want in retirement?"

- . examine work satisfactions
- . determine interest patterns
- . explore unfamiliar fields
- . look at retirement substitutes for the job
- . develop a personal program

SESSION 6: LEGAL AFFAIRS

The key to acquiring peace of mind in retirement lies in obtaining sound legal advice, placing all valuable papers in order, and providing heirs with a proper will.

You may want to sell your home or buy a new one, change the control of your assets, or arrange for charitable contributions. In all cases if you need legal advice or anticipate any legal changes, your lawyer should be the one to help you.

This session will consider the following areas:

- . how to choose a lawyer
- . estate planning
- . special situations of retirement
- . what important documents to file away

SESSION 7: FINANCIAL PLANNING

Since good financial planning is essential to reaching your goals, the key to financial independence in retirement is understanding in advance the ABC's of the various pension plans and benefits and providing supplemental income, if necessary, by using remaining working years to help guarantee as much of a carefree condition as is practical and possible.

This session on financial planning will focus on:

- . sources of income during retirement
- . benefits of Social Security and Medicare
- . costs of retirement living
- . ways to supplement retirement income through investments, savings, life insurance, annuities, and financial assistance.

SESSION 8: ADJUSTING TO ROLE CHANGE

The move from a full work schedule to a reduced or even non-work schedule frequently causes changes. The role you play in your community, family and daily life will reflect this change.

This session on adjusting to role change will consider:

- . what changes might occur
- . how you feel about your role
- . how to make adjustments productively
- . how to enjoy and define your new role.

ADULT EDUCATION/PRE-RETIREMENT PROGRAM
SPEAKER SCHEDULE FORM

Location: Victor F. Weaver, Inc.
Instructor: Kirby Martzall
Program dates: Feb. 16 - March 11, 1982

WEEK	DATE	TIME	SPEAKER TOPIC	SPEAKER NAME & ORGANIZATION	TELEPHONE
1 - Tuesday	Feb. 16	7-9 pm	Overview	Kirby Martzall 1529 Robert Rd, Lancaster, PA 17601	291-5811
1 - Thursday	Feb. 18	7-9 pm	HEALTH	Dr. Dwight D. Wolf/New Holland Family Health Ctr. 676 East Main St., New Holland, PA 17557	354-4671
2 - Tuesday	Feb. 23	7-9 pm	HOUSING	Joan Espenshade/Office of Aging 50 North Duke St., Lancaster, PA	299-7979
2 - Thursday	Feb. 25	7-8 pm	TAXES	Clint Slonaker, 1220 Millersville Pk. Manor Shopping Center, Lancaster, PA	392-4882
		8-9 pm	SOCIAL SECURITY	Russell Mertz 48-50 West Chestnut St., Lancaster, PA 17603	393-5861
3 - Tuesday	Mar. 2	7-8 pm	LEISURE TIME	Kirby Martzall 1529 Robert Road, Lancaster, PA 17601	291-5811
		8-9 pm	TRAVEL OPPORTUNITIES	Jay Harry McCormick Travel Agency 218 North Duke St., Lancaster, PA 17602	397-6272
3 - Thursday	Mar 4	7-9 pm	LEGAL AFFAIRS	Ken Howard- Howard, Hassell, Yost, Sorrentino 22 South Duke Street, Lancaster, PA 17602	393-3801
4 - Tuesday	Mar 9	7-9 pm	FINANCIAL PLANNING	- William Nies, Georgio Associates 2201 Oregon Pike, Lancaster, PA 17601	569-5353
4 - Thursday	Mar 11	7-9 pm	ADJUSTING TO ROLE CHANGE	Guy Raymond, Georgio Associates 2201 Oregon Pike, Lancaster, PA 17601	569-5353

THE UTILIZATION OF A LINKAGE MODEL
INVOLVING ADULT BASIC EDUCATION AND INDUSTRY

by

Sherry Royce
James C. Harding
Linda Malesic

I. INTRODUCTION AND OVERVIEW
Sherry Royce

The educational juggernaut of the sixties and seventies that was launched on the double tract of the Eisenhower baby boom and the Johnson war on poverty has climaxed in 1980 with the creation of the Department of Education. But while public education still commands big bucks at local, state and Federal levels, there are undeniable indications that there will be no "easy" money for education (K-12 or adult) in the eighties.

The decline in the school age population is already making inroads at the elementary and secondary school level. By 1985, less than 28 percent of the adults in this country will have children in school. The public - as evident in the "back to basics" movement - minimum competency testing, and Proposition 13, is looking for accountability in education. And why not, especially when one considers that the New York Times reported in September, 1979, that the dropout rate among high school students in New York City was 52 percent (as based on the number of incoming sophomores registered in 1976 who failed to graduate last June).

The demand to get the most from our beleaguered dollar has also descended upon adult education. This can be seen in the move toward multiple funding that mandated community linkages as an essential

part of the Adult Education Act of 1979. But spreading Federal funds further through linkages between Education and Labor, Education and Welfare, or Education and Urban Development is only one option. While it encourages more efficient use of the taxpayer's dollar, it still depends upon a shrinking dollar to subsidize education in an expanding market.

There is another way. Consumers and employers should be encouraged to support basic education for themselves and their employees through private monies, while Federal funds such as ABE and CETA are earmarked specifically for the least educated, underskilled and unemployed.

Education and training programs in industry today are a multi-billion dollar business. For the most part industrial education/training has been done through in-house programs or in conjunction with universities, associations and community colleges. Now, business executives are beginning to recognize that "no longer can we merely hire skilled help or depend upon people to develop themselves" (Springborn, 1977). Basic remedial education is fast becoming an integral part of the company scene. Career development for many employees must begin with instruction in basic math, reading and effective listening, speaking and writing skills. This basic education might best be provided by adult education programs funded in whole or part through industry and business.

This paper is, in itself, a linkage effort. Sherry Royce, Director of the Lancaster-Lebanon Intermediate Unit 13 adult education program is responsible for the Introduction, the Overview of the current role of education in industry, and the Description of the

M & M/Mars basic math prototype developed and funded as a cooperative effort between M & M/Mars-Elizabethtown and Intermediate Unit 13.

James C. Harding, Personnel Director, M & M/Mars-Elizabethtown, details the rationale behind this large private corporation's commitment to career development for its employees and its selection of an on-site adult education program as the logical tool. Linda Malesic, the master teacher for the M & M/Mars class, provides personal insight into the overall results of such an effort in terms of the growth of skills and attitudes of the participants.

II. AN EXAMINATION OF THE CURRENT ROLE OF EDUCATION IN INDUSTRY Sherry Royce

"Despite the increasing educational level of the work force, the average worker entering the job market today cannot spell, cannot structure an English sentence, and does not know Hannibal from Ho Chi Minh"(Smith, 1980). To complicate matters, increased degrees of technical competence are becoming essential to operate today's sophisticated, delicate and high-priced equipment. In addition, we live in a computer age where "whole industries change in a matter of months, and new employees must be trained and then constantly retrained" (Luxenberg, 1980). Thus education-on-the-job has become a necessary ongoing corporate investment whose general purpose is to improve employee performance (attitudinally as well as technically) in order to improve productivity. This is generally done through: 1) Tuition aid after hours; 2) Other outside courses; or 3) Company-operated courses (see Table 1, Lusterman, 1977).

TABLE 1. Prevalence of Education/Training Programs by Company Size

Company Size	Percent of Companies Reporting Program			
	Tuition Aid	Other Outside	Company Courses	
	After Hours	Courses	After Hours	During Hours
	%	%	%	%
10,000 employees or more	97	90	56	96
5,000 - 9,999	95	83	51	96
2,500 - 4,999	91	79	52	91
1,000 - 2,499	94	77	45	86
500 - 999	82	66	25	71
All companies	89	94	39	55

Source: Seymour Lusterman, *Education in Industry*

Citicorp, a banking concern with 40,000 employees, operates a decentralized program within its separate divisions that varies from teaching basic clerical and accounting skills to a nine-month training program for new loan officers. In addition to operating their own training center, Citicorp spends \$1,000,000 a year on tuition reimbursements and insists employees take courses leading to degrees that are related to their work. Programs leading to associate degrees in business and an M.B.A. "are given on bank property so that employees can easily come straight from work for evening classes or take classes on their lunch hours" (Luxenberg, 1980).

Basic education is an intrinsic part of the Citicorp plan and courses are offered in basic math, preparation for the GED, and in accent correction for people who are not native English speakers.

Giant corporations such as American Telephone and Telegraph and International Business Machines generally concentrate on tightly-structured in-house technical training developed by their own profes-

sional training personnel or by companies specializing in industrial training. In-house education programs are currently comparable to out-of-plant enrollments. "A survey by the Bureau of National Affairs among 141 organizations reveals that, for their nonmanagerial employees, 55 percent had formal in-house training...the types of courses offered by employers ranged from graduate level work to basic reading and math skills" (McQuigg, 1980).

Indeed, a study of companies providing basic remedial education shows a distinct trend toward in-house instruction, operating during work hours, and supported by a wide variety of company types (See Table 2, Lusterman, 1977).

TABLE 2. Percentage of Companies Providing Basic Remedial Education			
<u>Company Size</u>	<u>After Work Hours %</u>	<u>During Work Hours %</u>	<u>Total During And/or After %</u>
10,000 employees and over	14	29	35
5,000 - 9,999	6	14	18
2,500 - 4,999	12	14	22
1,000 - 2,499	6	4	10
500 - 999		4	4
<u>Company Type</u>			
Manufacturing	5	7	11
Transportation, communications, utilities	8	8	13
Wholesale, retail	1	2	3
Financial, insurance	6	18	20
Other	6	4	10
All Companies	5	8	11
Source: Seymour Lusterman, <i>Education & Industry</i>			

A recent Department of Labor's Bureau of Labor Statistics' study verifies this trend to in-house education. In a survey of employee training in 14 occupations in the metalworking industries, firms reported the use of their production shop for training 90% of the time. However, for education in noncompany facilities, these firms reported the use of adult education centers 25% of the time, and community colleges, 10% of the time (Craig, 1979).

While school systems still prepare youth to enter the world of work, there is a growing public and corporate concern regarding the gap between the courses offered by schools and the training and career development needed to succeed on the job. "There is a growing tendency to view one's employee as a resource, and money spent in training and development as an investment rather than an expense" (McQuigg, 1980).

This attitude is not new for a few major companies such as M & M/Mars, a division of Mars, Incorporated. What is new, however, is the utilization of adult basic education staff and resources in a unique industry/education cooperative in-house program to upgrade the math skills of employees at the M & M/Mars-Elizabethtown plant.

III. ADULT BASIC EDUCATION AND THE
M & M/MARS PROGRAM: AN EMPLOYER'S VIEW
James C. Harding

M & M/Mars-Elizabethtown has been supportive of adult education efforts in Lancaster County for the past six years. Employees whose lack of basic reading skills hampered their job performance and potential advancement have been referred to local ABE programs by the personnel department as a matter of course. Information about GED classes operat-

ing in the area has been circulated to employees yearly. Intermediate Unit 13's adult education program has always provided feedback to the industry concerning the progress of its employees enrolled in ABE/GED classes.

This informal interaction between local industry and education and the quality results provided by it formed the basis for the formal cooperative contractual agreement established between M & M/Mars and IU 13 this year. Under this agreement, two 100 hour secondary level math courses were taught in-plant with the industry providing the space, equipment and supplementary funding for the teacher, benefits, books, supplies and all travel costs. This supplementary funding has enabled the Lancaster-Lebanon program to maintain a \$90.10 per participant GED/Secondary cost rate for FY 1979-80. This monetary payoff to adult education is more than matched in terms of benefits accrued to employer and employee. James C. Harding, Personnel Director, M & M/Mars-Elizabethtown, details the value of an industry/education linkage as viewed by the employer.

(Sherry Royce)

We established the M & M/Mars program in conjunction with Intermediate Unit 13 and intend to expand this effort in adult education. Historically we have willingly expended resources to help our associates (employees) reach their full potential. The balance we strike as an enlightened business is simple: the associate supplies the motivation, we provide the opportunity.

"Noble sentiments," "Great," "Noble goals," "Bravo,"

"Enlightened management," "Author."

"Who is the author?" If you are an educator, engineer, scientist, labor leader, state legislator, congressman, senator, civil servant, civil rights leader, businessman, etc., you are the author. Collectively society has written the script and rather than sitting back and accepting the status quo, we have as a company determined it is in the mutual interest of all who are affected by our business to take an activist role in promoting in-house adult basic education.

By now, the cynical reader is saying, "Ah-ha! What's in it for the company?" The answer to that is: probably more than what's in it for an individual. In order to understand our motivation one must clearly understand that we found Adult Basic Education to be an answer to a multi-faceted business opportunity. Our work stations were being radically altered by the appearance of modular controls, digital read-outs, CRT's (Cathode Ray Tubes), programmable controllers and a host of other technological innovations. During the equipment debugging phase of all new installations, we began training operators in the use of these new systems. The one common characteristic of this new equipment was that the operator would have to be comfortable making mathematical calculations. One wrong factor, or a percentage calculation that was incorrect could set in motion an unforgiving programmed sequence of activities that turned pumps on, commenced blending tanks of ingredients, opened valves, closed valves and on and on.

The programmed process was designed to eliminate the need for manually activating or adjusting a particular production phase. Each operator assumed a burden for accurate computation of process variables.

We soon found the consequence of an error with a highly automated system was extremely expensive in possible ingredient losses. In addition, operators became extremely frustrated and developed a feeling of helplessness as "the computer took over."

The problem was investigated by production management and it was determined that our operators lacked sufficient math skills to cope with the equipment. The remedy to this problem was satisfied when I.U. 13 came in for a discussion on mathematics skills for adults. We found there was little relationship between an operator's previous level of formal education and his or her retained mathematical skills. We jointly agreed on course content and timetables. The course material included the following:

<u>Basic</u>	<u>Algebra</u>	<u>Advanced</u> <u>Geometry</u>
Whole numbers	Integers	Angles
Fractions	Number Sentences	Triangles
Decimals	Equations	Plane Figures
Percents	Monomials	Solid Figures
Measurements	Polynomials	
Metric System	Factoring	

At the start of the course, all twenty-five (25) operators who enrolled in the math course were given the Adult Basic Education Test to determine a base line in mathematical skills. The class average was 50 percent. A recent retest showed an average score of over 91 percent with seven weeks left to go in the program. At first operators were apprehensive with the program but in a short time they showed remarkable

enthusiasm for the learning process and were far more comfortable performing the calculations required by their jobs.

Another unforecasted benefit of the math course was that the operators' reading skills began improving because of the programmed instruction methods used to teach the math courses. Each student works alone completing problems on his or her own initiative with individual coaching from the instructor. There is a no nonsense atmosphere in these classes because each student has chosen to be there. There is no immediate economic incentive to attend classes and classes are held before and after their regular shift. The enrollment of the first group was limited to one critical production area. All future classes will be available on a plant-wide basis with class size the only limiting factor.

Some years ago the ability to use testing as a method of effectively screening candidates for jobs went out the window. For several years thereafter management groups struggled to find a substitute and most attempts met with only limited success. Our experience as outlined above and from other operating areas has convinced us that:

1. Specific training needs must be satisfied within the business if the business is to survive.
2. Training opportunities must be available to all who desire them for advancement.
3. Jobs must be designed and qualifications identified that encompass and require the use of their specific training experiences.

Each learning opportunity presented must clearly identify the actions any associate needs for advancement and the personal commitment

that must be made if he or she seeks to have the skills necessary to meet future technical innovations and compete in a world that places a premium on merit and job performance and far less emphasis on longevity. One of the students in our first math class summed up the feeling of all of the participants involved by saying, "I now feel good about myself. I'm confident and I know it."

IV. THE EMPLOYEE'S VIEW OF ADULT EDUCATION Linda Malesic

Changes in attitudes toward skills and self are inherent in any worthwhile learning experience. Linda Malesic, Master Teacher for the M & M/Mars-Elizabethtown class, presents us with the bottom line for industry/education linkage - the benefit to the student. (Sherry Royce)

Most adult students are very apprehensive about entering a new learning situation - especially a class conducted at their place of employment. Normally there could be a great deal of pressure exerted from both their employer and their peer group. What would be expected of them? Would the work be too difficult? Could they learn the materials? Would there be ridicule from fellow employees?

The students who were to begin the M & M/Mars math class had apprehensions, but their fears would quickly be replaced by self-confidence both in themselves and their newly found math skills and a deep sense of personal satisfaction. Math student Elva Prosser states, "This course has revitalized a distant memory of math which I had all but forgotten." The students are the most vocal recruiters

for the class. Elva's daughter, also employed by M & M/Mars, has enrolled in the second math class. Says Rene Boyer, "If I have learned one thing it is that you can forget, but you need not be afraid to keep trying."

Math is an integral part of each student's occupation. "My job is a general helper in an area of the plant called the "Bar Line," says Steven Minnich. "This is an area in which candy bars are made. Each hour we must take weights, temperatures, densities, and percentages of individual and groups of candy bars. I enrolled in the math course to review basic math and also to learn thoroughly intermediate and advanced math."

M & M/Mars has encouraged their employees to learn at all levels. Through individual math assessment, an individualized math course was established. Thus, each student would be able to work at his or her own math level and be able to progress at his or her own pace. Linda Sarver comments, "I like working at my own rate of speed." On the same point Steven Minnich says, "My teacher works the problems out with me individually, and I like that." And so, the M & M/Mars math program is a personalized program that is tailor-made to fit the individual as contrasted to the more traditional program which forces the individual to fit into a set mold.

For some of the students it has been many years since their school days. "You're never too old to learn--look at me!" says Helen E. Smith, age sixty (60), mother of eight children, seven grandchildren, and one great-grandchild. "My children think it's great that I'm going to school. At first I didn't think I could learn, but I am very happy to report that I learned more in this math course than I ever learned in

school. .It is a challenge."

The following story was written by Sara Jane Lindemuth, an employee of M & M/Mars-Elizabethtown:

"April 28th, 1939 - my thirteenth (13th) birthday, the last day of school for the year, was the last day of school for me. I finished the eighth (8th) grade in a one room school - a farm girl with no means of transportation to high school.

So why would a fifty-three (53) year old woman attend a math class forty (40) years later? I have a good job. I did not have a problem doing my job without the math class, but things are always changing, and I hope I change too. The one room school is closed - the building is now a Trading Post.

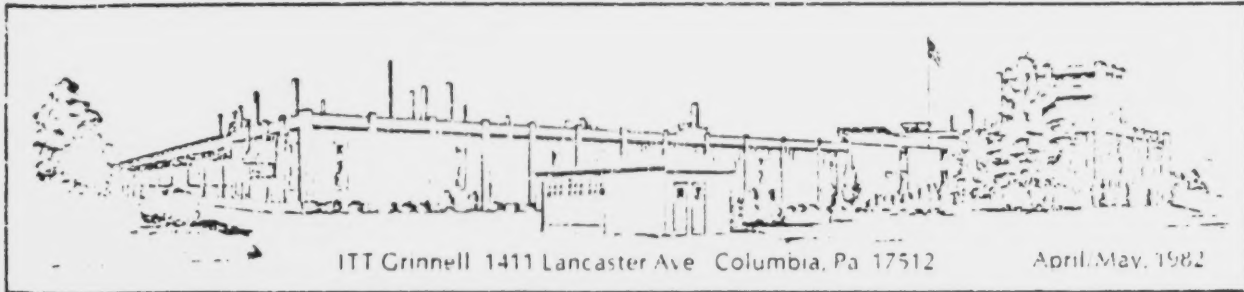
I have been working on the same job for ten (10) years and there have been a lot of changes. We are responsible for the chocolate on the candy bars. At one time someone else would tell us what our percentage of chocolate coverage was. They would weigh the bars before they were coated and after they were coated with chocolate. With a 'chart' they could find the 'numbers' and know from the 'chart' the percentages. Now we have a computer to help us. If it isn't working, take the finished weight, subtract the center weight, then divide by the finished weight and that sum is the percentage of weight that is chocolate. If you don't understand your math, boy!, is that hard to remember. We work with temperature and weights. We are changing to metric. I do have to think!

Taking the math class has helped me understand the math I use now, and has made me feel better about myself. It's been a long time since that one room school, but that math I learned there is still somewhere in the back of my mind. But when we do not use something, it gets dull and dusty and needs to be polished to make us feel we have something we can use.

I feel the class gave me good material to work with, and I liked not being pushed...I hope that I will be able to pick up the classes again. High School!! College!! Why not?"

Why not indeed! Adult Basic Education has done its job. It has opened the window, and challenged the individual to "be all she can be." Adult education has pointed the way. The future is up to her.

The adult education/industry connection established in Elizabethtown, Pennsylvania in 1979-80 can point the way for the eighties. The bottom rung of the career development ladder is the purview of the adult educator. By bringing the learning center to industry as a cooperatively funded, designed and implemented venture of business and adult education, we can provide the employee with quality education, the employer with an expert and inexpensive training component and adult education with the supplementary funds which will enable programs to expand services without increasing costs.



The FITTING News

VOLUME 2

Published Bi-Monthly by ITT Grinnell Corporation, Columbia, PA Plant, for its Employees
Cliff Edmund & Theresa Leck, Co-Editors

NUMBER 2

EMPLOYEE PRIDE IS SHOWING

By Cliff Edmund

For one reason or another, all of us throughout life have practiced the art of procrastinating (putting off today, what we can do tomorrow). Unfortunately, we never get around to whatever it was we had to do. So, it's not unusual to hear people say, "If I could . . . I should . . . I would have . . ." But, on the other hand, there are a lot of people who wait for the opportunity to come their way to complete what they put off before.

I'm referring to seventeen (17) of your co-workers who have received their G.E.D. (General Equivalency Diploma) since the courses started in October 1981. Needless to say, all of the seventeen are proud of their accomplishment. And they should be. The amount of time invested by each employee was well worth the final outcome.

For those of you who do not have your G.E.D., you probably have a lot in common with the seventeen (17) who have received theirs: 1. Your high school education was interrupted by other priorities, 2) or you just don't have the time. Such was the case of the majority of the seventeen. Sacrifices were made for a worthwhile cause. Think it over. Don't pass up a good opportunity.

The employees who have recently received their G.E.D. along with the ones whose pictures were not in the last issue are: Bernice Howard Dept #34, Tester - Darlene Waltz Dept. #99, Reserve Labor - Blossom Reed Dept. #4, Sorter-Inspector - Judy Leiphart, Spectrometer Operator - Metallurgy Lab - Kurvin Schrum Dept. #40, Set-up man. Absent for pictures was John Kohler, Supervisor Electric Foundry - Charles M. Logan III Dept. #7, Oven Operator and Thawn Buu Dept. #9, Reserve Labor.



"THE G.E.D. JINGO"

We've got a deal that can't be beat
Free education in the training room suite
If you can find the time
To better your mind
Do yourself a favor. Get your G.E.D.!!



Labor and Industry's Extra Push

by Tana Reiff

APPENDIX 0

AS THE NEED for skilled workers grows, so does labor and industry's involvement with educating employees. Adult Student surveyed some area businesses and unions to learn about their involvement with adult education.

When 600 Harrisburg Teamsters were laid off their jobs in 1981, the union local rented space in a motel to conduct a G.E.D. program. With the help of Harrisburg Area Community College, union members were given the chance to get diplomas and be more competitive in the job market.

In Washington County, the United Mine Workers local requires people to have a high school diploma before they can be accepted into the union.

A business's involvement with education begins at the hiring stage. Pennsylvania Act 198 makes it unlawful for employers to discriminate against any prospective employee because he or she has a G.E.D. certificate rather than a regular high school diploma. This law was based on observations that G.E.D. graduates generally do just as well on the job as regular high school graduates. And some employers even go so far as to prefer G.E.D. graduates.

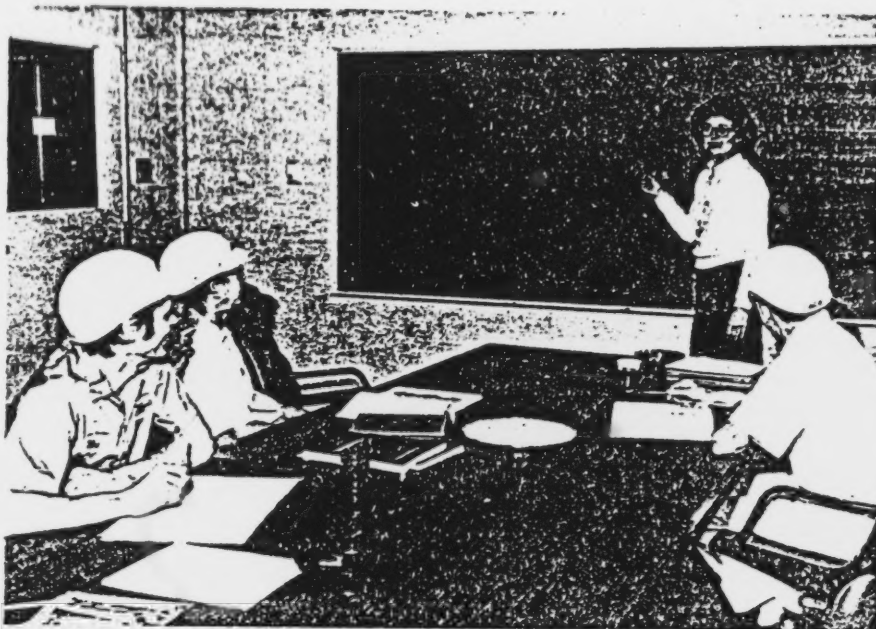
A large steel industry in Berks County told us that "More than education, we look at a person's experience. A lot of times G.E.D. graduates prove they've overcome past problems by having the gumption to go back to earn their diploma."

"THE G.E.D."—continued from page 8

the revision, the G.E.D. diploma will still be attainable by anyone reading at a ninth grade level or above.

If you have received a Commonwealth diploma recently, you may have noticed that it wasn't signed. The reason for this is that diploma preparation has been computerized, and there isn't enough staff to hand-sign 2000 diplomas every month. But don't worry; your Commonwealth diploma is a perfectly legal document. It and the achievement it represents are still good as gold.

Ken Wallick is the State Administrator of the G.E.D. in the Division of Adult Education and Training Programs, Pennsylvania Department of Education. He very thoroughly furnished the information for this article.



Linda Malesic teaches classes on the premises at M & M/Mars in Elizabethtown.

PHOTO COURTESY M & M/MARS

Both General Battery and St. Joseph's Hospital in Reading report that they've "never done a study, but have noticed no difference in performance between a person with a regular high school diploma and a G.E.D." The Visiting Nurses Association in Reading agrees: "G.E.D. graduates are just as efficient as those with a regular high school diploma."

Robin Herr, Manager of Staff

Training and Development at Armstrong World Industries in Lancaster, had positive things to say about G.E.D. graduates, too. "Our employees who successfully completed the G.E.D. program got more than an equivalency diploma. They also increased their self-worth and confidence, which translates to a higher level of motivation, both on and off the job."

Continued on next page...

Industry and Adult Education Work Together

by Cliff Edmond

INDUSTRY'S INVOLVEMENT in adult education is growing. One example is at ITT Grinnell where Lancaster-Lebanon Intermediate Unit 13 helped us set up an adult education program and English as a second language course within the Columbia, Pennsylvania, plant.

Although A.B.E./E.S.L./G.E.D. programs within industry are not new, this is a first for us. To get the program off the ground, representatives of I.U. 13 gave a presentation to all of our supervisors, explaining the advantages of the program to the employees as well as to the employers. While the company gets a chance to upgrade its workforce, the employees gain a new sense of accomplishment.

So far 15 ITT Grinnell employees have passed the G.E.D. test. Not only have these

15 people reached a milestone in their own lives, but they also serve as a foundation for others within the Columbia plant to feel that "if they can do it, so can I."

Our company newsletter, "Fitting News," ran these thoughts of mine in the December 1981 issue:

What Does it Take to Get Your G.E.D.?

A little bit of time is certainly the key, An instructor who cares and is available to help, Plus a little bit of faith in yourself.

Cliff Edmond is a Personnel Representative at ITT Grinnell in Columbia, Pennsylvania, who voluntarily submitted his thoughts on the subject of adult education for publication in Adult Student.

A Business Built on Education

by Fran Koch

Some industries, among them I.T.T. Grinnell in Columbia, conduct G.E.D. classes right on their premises at convenient hours, such as immediately after a shift. Others give employees release time or flexible time to spend working on their diplomas.

An outstanding example of an industry involved in educating its employees is M & M/Mars in Elizabethtown. Jim Harding, Personnel Director, says it all began when it became apparent that workers needed more math skills. "The lower-rung jobs are the first to be automated," Jim notes. "So our people must have some ability to deal with the technology." With the help of Lancaster-Lebanon Intermediate Unit 13, M & M/Mars began an in-house education program three years ago. As math skills improved to the point where people were handling more difficult work "with confidence and accuracy," an unexpected benefit resulted: employees' reading skills improved as well. And so things expanded to a full G.E.D. and tutorial program, with a choice of college-credit courses offered as an additional option.

Today the M & M/Mars program boasts 17 G.E.D. graduates, with 17 people currently studying. The company pays for the entire program and allows employees to study on paid time. "We're not just teaching how to do things," Jim points out. "We want people to have a technical and theoretical base so they can understand why they're doing things. Then they can compete for higher-level jobs, most of which require certain educational levels."

"We've established an environment where learning is easy to obtain," says Jim. "If people choose not to take advantage of the opportunity, they will be operating at a disadvantage and risk not being properly prepared for future opportunities."

One point seems particularly clear: as public resources for adult education programs dwindle, industries in need of an educated workforce will have to become more involved in the educational process. Of those we spoke with, most seem willing and eager to do just that.

EDUCATION HAS MADE Zeigler Brothers, Inc., of Gardners, Pennsylvania, a uniquely successful operation.

The mill was started by Leroy and Ty Zeigler in 1935 to serve local farmers' feed needs. Tom Zeigler, Leroy's son, grew up in the business and decided to specialize in nutrition, so he earned a Ph.D. in nutrition from Cornell University. In 1967 "Dr. Tom" changed the whole focus of the company to specialized feeds—which required special technology, sophisticated machinery, and detailed accuracy. To staff his new operation, Tom sought out students from local high schools who were interested in agriculture.

Wilbur Slothour from Biglerville High School began a work-study program with Zeigler Brothers in 1969. With the help of the company, he continued his education with a degree from the University of Maryland in business farming with food science emphasis. He is now the Operations Manager at Zeigler Brothers.

A tradition of company support for its employees' education had begun. Zeigler Brothers has since provided work-study opportunities in conjunction with the agriculture programs at Biglerville and Bermudian Springs High Schools as well as with Lincoln Intermediate Unit's Work Experience Program for adults.

One of Zeigler Brother's success stories is William Tilley. In 1976, after a career working with the Japanese Equestrian Team, Bill, in need of a job, joined the maintenance crew at Zeigler Brothers. Recognizing Bill's management potential, the company wanted to send him to Philadelphia for a Maintenance Management Program. However, Bill, uncomfortable without a high school diploma, declined the offer. He didn't see how he could manage people who did have diplomas.

So, 24 years after leaving eighth grade, Bill entered the G.E.D. class at Bermudian Springs High School. His supervisor at work was Wilbur Slothauer, who offered him encouragement plus the promise of a raise upon attaining the G.E.D. Bill worked hard, earned his G.E.D., and promptly received a raise from Zeigler Brothers.

Hard on his heels were two other Zeigler employees who also earned their G.E.D.s and received raises.

Diploma completed, Bill Tilley felt ready to go on to the Maintenance Management Program in Philadelphia. When he returned, he began to implement some major new efficiency plans. He shifted the emphasis from "crisis repair" to productive and preventive maintenance. He trimmed

maintenance hours from up to 75 hours per week down to 40. He made sure the preventive maintenance would be done while the production line was down, cutting equipment "down time" drastically.

And then, amidst all this success, Bill won the 1982 Pennsylvania Outstanding Student Award.

Zeigler Brothers, Inc. had provided the incentive and the nurturing environment to stimulate Bill Tilley, Wilbur Slothour, and many others. Company President Tom Zeigler ("Dr. Tom") points out that Zeigler Brothers, Inc. has written as part of its corporate mission the belief in "providing for the self-improvement and personal

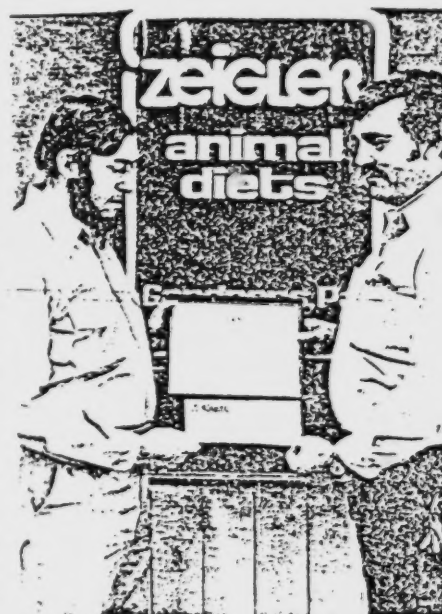
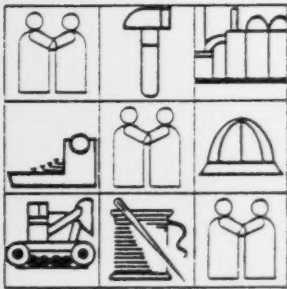


PHOTO BY FRAN KOCH

Bill Tilley, right, shows off his award to fellow achiever Wilbur Slothour.

fulfillment of its employees." The policy is based on the philosophy that the company can grow only as the individuals within it grow. One of Tom Zeigler's favorite adages sums up his company's attitude toward education: "People are our Number One commodity."

Fran Koch is a teacher counselor in the G.E.D. program at Bermudian Springs High School in York Springs, Pennsylvania, one of numerous sites in three counties administered by Lincoln Intermediate Unit 12.



AN INDUSTRY-EDUCATION PARTNERSHIP

BUSINESS

WHAT'S IN IT FOR YOU?

- MAKES MONEY
- RAISES SKILL LEVELS
- BUILDS A FOUNDATION FOR NEW TECHNOLOGY

HOW DOES PENPRIDE DO THIS?

PENPRIDE MAKES MONEY BY:

- TRAINING YOUR OWN EMPLOYEES
- IMPROVING AQL (LESS SCRAP SAVES MONEY)
- IMPROVING EMPLOYEE SELF-ESTEEM LEADS TO REDUCED:
ABSENTEEISM
TURNOVER
ACCIDENT FREQUENCY
DISCIPLINE PROBLEMS
- DEVELOPING POSITIVE ATTITUDES WHICH LEAD TO PRIDE IN PRODUCT AND IMPROVED QUALITY.

PENPRIDE RAISES SKILL LEVELS BY:

- PROVIDING SPECIFIC SKILLS TRAINING DIRECTLY RELATED TO THE EMPLOYEE'S POSITION
- IMPROVING BASIC EDUCATION LEVEL
- INCREASING EMPLOYEE FLEXIBILITY- MOVE TO MORE DIVERSIFIED EMPLOYEE

PENPRIDE BUILDS A FOUNDATION FOR NEW TECHNOLOGY BY:

- INCREASING EMPLOYEE'S BASIC SKILL LEVELS
- PROVIDING A METHOD TO SELECT FUTURE EMPLOYEES FOR SPECIALIZED TRAINING- PENPRIDE PROGRAMS IDENTIFY THOSE EMPLOYEES WITH POTENTIAL

- TRAINING EMPLOYEES TO BE MORE DIVERSIFIED- GET AWAY FROM ONE JOB PER EMPLOYEE

WHO IS INVOLVED?

PENPRIDE IS A COOPERATIVE EFFORT OF A DESIGNATED INDUSTRY REPRESENTATIVE AND A LOCAL ADULT EDUCATOR, TOGETHER, THEY IDENTIFY THE SPECIFIC TRAINING NEEDS OF THE COMPANY, ONCE THESE NEEDS ARE IDENTIFIED THEY WORK TOGETHER TO DESIGN, IMPLEMENT, AND EVALUATE THE PROGRAM.

WHY INITIATE A PENPRIDE PROGRAM?

IN A RECENT SEMINAR W. EDWARDS DEMING STATED:

"MANAGEMENT MUST BECOME INNOVATIVE, MANAGEMENT MUST DETERMINE WHAT NEW SKILLS ARE NEEDED, AND IN WHAT NUMBER, THEY MUST CONSIDER TRAINING AND RETRAINING OF PERSONNEL AS WELL AS TRAINING OF SUPERVISORS. THEY MUST PUT ALL RESOURCES INTO EDUCATION."

NOW IS THE TIME TO TRAIN EMPLOYEES. PLANTS ARE OPERATING AT LOWER CAPACITY WHICH MEANS THEY MUST GET A HIGHER RESULT. PENPRIDE PROGRAMS HELP EMPLOYEES TO BE MORE EFFICIENT, THE END RESULT BEING HIGHER PRODUCTIVITY, BETTER QUALITY, AND LESS WASTE. THIS TRANSLATES TO A HIGHER PROFIT TO YOUR COMPANY.

WHERE AND WHEN ARE CLASSES HELD?

PENPRIDE CLASSES ARE RUN IN-HOUSE. CLASSES ARE HELD IN TRAINING ROOMS, CONFERENCE ROOMS, OR IN OTHER SPACE AVAILABLE THAT PROVIDES AN ATMOSPHERE THAT IS CONDUCIVE TO LEARNING. IN-HOUSE CLASS SITES STRENGTHEN THE IMPORTANCE OF THE PROGRAM AND MAKE IT EASY FOR EMPLOYEES TO ATTEND.

SOME CONSIDERATIONS WHICH ARE ADDRESSED ARE:

- EMPLOYEE WORK SCHEDULES
- NUMBER OF CLASS HOURS DESIRED
- NUMBER OF SHIFTS
- AVAILABILITY OF CLASSROOM SPACE
- INDIVIDUALITY OF EACH EMPLOYEE

STATE COLLEGE AREA SCHOOL DISTRICT

ADMINISTRATIVE OFFICES

131 W. NITTANY AVENUE • STATE COLLEGE, PENNSYLVANIA • 16801
TELEPHONE: Area Code 814-231-1011

May 20, 1982

To Whom It May Concern,

The State College Area School District (SCASD) Continuing Education program has worked with the Supelco Company, Pleasant Gap, Pennsylvania, to train approximately 75 of that company's employees (approximately 33%) in a 15 hour program of Fundamental Computer Literacy. This has been of particular help to this company because they have the same mainframe computer as the School District and the instructional staff was based in the school.

The Fundamental Computer Literacy course was available because of the SCASD Continuing Education's participation in the PDE PENNET PROJECT. The program was pilot tested with adult students and found to be excellent for a first-level computer literacy course.

Sincerely yours,

Nancy F. Desmond

Nancy F. Desmond, Director
Continuing Education Program

NFD/mi



SCASD CONTINUING EDUCATION PROGRAM

REPORT ON THE PRE-RETIREMENT PLANNING WORKSHOPS HELD AT HRB-SINGER, INC.
FALL 1979 AND WINTER AND SPRING 1980

This was the first year that the Continuing Education Program offered a course exclusively for a private employer. Four Pre-Retirement Planning Workshops were held at HRB-Singer, Inc. with two workshop leaders. Mona Rishel led one and Steve Heisler led three workshops.

Much preliminary staff training and planning has been done for the Pre-Retirement Planning Workshops. Therefore, it seems appropriate to report on the success of this program offered to a particular group of employees and their spouses.

Statement from Phil J. Freed, Director of Communications and Personnel
Research, HRB-Singer, Inc.

"More than 44 HRB-Singer employees and 36 spouses have completed our Pre-Retirement Planning Program. From their voluntary comments we concluded that the program has been helpful and worthwhile. It has met the objectives we established: to help our people anticipate retirement and plan for it objectively.

We attribute much of our program's success to the detailed planning sessions we had with you, your staff and your seminar consultants. The choice of subject matter, the selection of coordinators and out-side experts, the contact with employees and the conduct of the sessions, all seemed to fit the needs expressed by the participants.

The four pre-retirement sessions we have completed included all the age forty-five-plus employees who wished to participate at that time. However, we expect that several others will respond when we offer the program this Fall."

Statement from Stephen Heisler, the Workshop Leader

"The Pre-Retirement Education programs provided for HRB-Singer, Inc. employees and spouses during Fall, Winter, and Spring Terms, 1979-80 were both successful and enriching. More than 50 participants completed the three, eight-session programs I managed and approximately 12 resource people were used throughout the terms.

All-in-all, most of the feedback was very positive in each of the sessions. Covering an age group from 40 to 65, some information provided in the course was not entirely appropriate for all, but in most cases provided excellent information through the oral workshops and written texts.

(OVER)

Program content changed and evolved as the course became more structured. What started out as a new challenge evolved into a sophisticated and fulfilling opportunity to share information."

Statement from Nancy F. Desmond, Director of Continuing Education
State College Area School District

"The success of the project seems confirmed by all who have been involved with Workshops; employers, employees and faculty. The satisfaction expressed by Phil Freed and William Eighme at HRB-Singer, Inc. encourages us to contact other employers with information about the Pre-Retirement Planning Workshops.

There are seven trained workshop leaders available. They are ready to lead workshops for special groups or through our general Continuing Education Program.

Gerontologists and retirees report that early planning for retirement is essential because people now live longer than their ancestors on retirement income. The Continuing Education Program is pleased to make available these workshops designed to help people plan for rewarding, longer lives."

A summary of the evaluations from most of the students enrolled in three sections is attached to this report.

NFD/lmp
7/15/80

Attachment

INDUSTRY-EDUCATION SEMINAR
Evaluation Form

APPENDIX P

PLEASE TAKE A FEW MINUTES TO COMPLETE THIS SEMINAR EVALUATION FORM.

1. Overall reaction to content of seminar:

_____ excellent _____ very good _____ good _____ fair _____ poor

2. Overall reaction to seminar presenters:

_____ excellent _____ very good _____ good _____ fair _____ poor

3. Presentation of luncheon speaker:

_____ excellent _____ very good _____ good _____ fair _____ poor

4. Rate the facilities and luncheon for the seminar:

_____ excellent _____ very good _____ good _____ fair _____ poor

5. What was the most beneficial aspect of the seminar?

6. Comments or suggestions: _____

- A. What additional information do you need to initiate an Industry-Education partnership? _____

- B. What assistance do you need to initiate an Industry-Education partnership?

If you completed questions A and/or B, please fill in the following information.

NAME _____ TITLE _____

COMPANY/AGENCY _____ PHONE _____

ADDRESS _____

THANK YOU FOR ATTENDING THE INDUSTRY-EDUCATION SEMINAR!

APPENDIX Q

INDUSTRY-EDUCATION SEMINAR
EVALUATION RESULTS

May 26, 1982

	Excellent		Very Good		Good		Fair		Poor	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Reaction to content of seminar	1	9	6	14	1	6	1	1	0	0
Reaction to seminar presenters	2	9	4	14	2	6	1	1	0	0
Presentation of luncheon speaker	4	14	0	9	0	6	0	1	0	0
Facilities and luncheon	2	13	2	14	1	4	2	0	0	0

MOST BENEFICIAL ASPECT OF SEMINAR

- Seminar materials
- Awareness of what is available to industry
- Success stories
- Economic return on investment in program
- M&M/Mars (Jim Harding) presentation (Penpride presentation)
- Provision of a framework for action
- Use of industry representative to discuss how program works in "real world"
- Penpride brochure/program handouts
- Luncheon speaker - Dr. Donald Clark
- Examples of positive partnerships

COMMENTS OR SUGGESTIONS

- Penpride program needs to be presented to more industry representatives
- Presenters very specific and positive
- Marketing Penpride program will involve significant amount of time-lack staff - person to market.
- Larger type of transparencies
- Difficult to develop industry/education program due to smallness of adult ed program
- Penpride is the beginning of new revolutionary changes in the future.
- More PR in letting educators, industrialists, and public know about what can be done to upgrade their basic skills.

ADDITIONAL INFORMATION NEEDED TO INITIATE PENPRIDE PROGRAM

- Possible consultation
- How others can benefit from Penpride program outside of IU 13
- Additional Penpride brochures
- Small business programs
- Sample letters to initiate contact with an industry.
- Needs assessment of Philadelphia business environments.
- Additional Penpride folders
- Address and description of program that is headed by Nancy Robinson of Utica, NY.
- Names of contact people in specific industries that are definitely interested.

ASSISTANCE NEEDED TO INITIATE PENPRIDE PROGRAM

- Help in developing an economic profile of the Philadelphia area.
- Access to project director for consultative services, copy of original proposal, and copy of final report.
- Demonstration of cost benefit.
- Consultation
- Would like to visit a few locations in IU 13

PENPRIDE: AN INDUSTRY/EDUCATION PARTNERSHIP

How many of you are expecting to show higher productivity for less money excluding inflation this year than last? More work for less money.

Business industry and education seem to be faced with the same mandate - more for less. And if we are to survive the pressure as individuals, as an economy and as a government then we are going to have to maximize our resources, form partnerships and start pulling together. And that is why we are here today.

Welcome to the world of adult education. It is the field of the future. For those of you struggling to make ends meet with budget reductions, and for those of you subsidizing adult evening programs, it may not look like a healthy market. However, adult education is a million dollar business. Only it is not called education; it is called training. It is not carried on in public classrooms, but in hotel conference rooms, and industry training rooms, and college campuses. And even when business and industry are laying off workers - there are still funds in the training pot.. and they are being utilized. It is the biggest game in town.

How do you enter that game? What credentials can you offer? Why should industry need new players? These are some of the questions I hope to discuss. But first, you have to understand

the rules of the game and the language. And so this afternoon, I will discuss The Realities of the Marketplace and then proceed to Investing in the Future - education's role in Human Resource Development. I will then present the PENPRIDE program, a systems approach to meeting industry's educational needs. And finally, we'll introduce some of the players; a panel of adult education that have made the industry-education partnership work.

The realities of the marketplace reflect the facts of life that business and industry (and education) must contend with. The first four are variable. The first three fall within our control or at least that's what the Reagan administration has been telling us. Competition from abroad, especially from the Japanese, is a prime concern. And it is industry's efforts to improve quality and productivity to neutralize foreign competition, that makes the field fertile for adult education.

The next four factors are here to stay. The change from a goods to a service economy has lowered our productivity, and we have yet to learn to use technology as effectively on the services side as on the goods side. Technology to be effective requires educated employees, and here is another avenue for adult education efforts.

The entry of women into the workforce and the large number of older workers have placed an enormous strain on an already sluggish system, especially in Pennsylvania and other states in

the northeastern snow belt where the cost of labor and other factors is causing a decline in base industries and closing out our youth. We are seeing an outmigration of our best and brightest and with compression of jobs, layoffs and the reassignment of senior personnel, we are faced today not only with unemployment but with misemployment as well.

Industry is turning to it's human resource managers, it's personnel people to provide some of the answers. There is a demand for quality and productivity, and this is linked to employee performance. For thirty years, industry has offered workers higher wages, better benefits and soft words. But what workers lacked was a sense of ownership. And, consequently, we are suffering from a lack of pride in productivity and the responsibility for quality that accompanies ownership.

This morning in speaking to business and industry leaders I attacked some buzz words and tried to explode some myths. I had been warned by experts to watch my language when talking to industry. To call education - training. To call workers-employees. But I had a little difficulty with that. Because to me there is a significant difference between employees and workers and training and education.

You know my boss can employ me as long as he wishes, but how hard I work on the job is up to me. Work is an active word,

it implies choice and commitment. If management wants workers not just employees, if they want people on the job who know what their job is, who understand why as well as how, who will ask questions and make suggestions, who care about their performance and the product they produce - it will take education and not just training. You can train a monkey to perform many tasks competency, but it takes education to provide the understanding that will produce a productive worker. Which brings us to PENPRIDE - Pennsylvania Employers Needing Productivity Results; Invest in Direct Education. PENPRIDE is a systems approach to the educational needs of business and industry.

How does PENPRIDE work? Let's take it step by step.

STEP ONE: PENPRIDE is not a tax deductible public relations effort. It is not a social commitment that, after all, couldn't hurt. Nor is it merely an employee morale booster. PENPRIDE is not a (quote) nice program. Companies can't afford nice programs any more. PENPRIDE is a conscious investment in the future through commitment to human resource development. It is not a quick fix. PENPRIDE requires an investment on the part of management to planning time and resources. It is a collaborative effort.

STEP TWO: We suggested to industry that they make the connection by contacting the educational resources specialists that have worked with us. However, you can bring the PENPRIDE program to

industry yourself, and we will discuss that later.

STEP 3: Assessing Needs. This is a most important part of the program. Because companies are trained to look at surface solutions for the most part. They will realize that older workers might choose early retirement if shown the options as part of the pre-retirement seminar. They can be shown that teaching writing skills to corporate executives is cost effective in time as well as money. They may draw the connection between providing language development skills to limited-English speaking workers to promote safety as well as upward mobility. And computer literacy training is not a hard sell. But it will take much longer to convince personnel managers and industry executives that basic skills such as reading and math are the necessary underpinning for upgrading technology and can be effective instruments in reducing scrap.

The best method is to begin with one department or one operation and assess employees skills levels before offering a math or communications course. Establish a base from which you can measure not only individual growth but group progress and the effect on such factors as scrap, turnover and safety.

STEP FOUR: In designing the program, work with industry staff to set goals and objectives. Has production in Department B been off 2% since the installation of the new machinery? Very

often technology can have high startup costs. Costs that are due not only to the price of the machinery but to stoppages and maintenance problems. Employees may be trained in how to work with the equipment but unless they have basic skills and understanding, problems will arise. Translate the needed skills into a continuum of competencies to be acquired. State these in clear simple terms, so that the employees know where they are now, where they are going and how they will get there, and can check off each step along the way.

Success builds upon success. And education will not only build skills and understanding, it can reinforce positive attitudes...attitudes of confidence and self-esteem. Pride in performance and in accomplishment. And that is the real bonus that education can offer industry.

There are essentially four types of PENPRIDE services. Building basic skills; teaching for technology; upgrading educational credentials; and designing and developing programs.

Building basic skills includes reading, writing, math and English as a Second Language. Most of these would be taught in conjunction with specific production needs, once the basics were provided. And basic skills are not all at an elementary level, not taught to factory workers only. Writing skills for middle and upper management is a pervasive need throughout industry, and Sperry's Listening Program is an excellent example of basic skills development needed by all levels.

Teaching for technology should be mandatory before training for technology takes place. I know that while youngsters may take to computers as though they were PACMAN, adults faced by new and strange machines are often resistant and defensive. Computer literacy courses are a natural for corporate executives and blue collar workers alike.

Upgrading educational credentials; preparing for the GED or teaching refresher courses to prepare employees for community colleges are not just nice programs - they are essential. They can be marketed as one means of identifying motivated and promotable employees and of opening up a career ladder.

Designing and developing specific programs. The systems approach we are talking about can be used in miniature, working with industry personnel to develop any course. We did this with Sperry and some other companies about five years ago. We worked on tailoring a pre-retirement course. We went through all the stages; we assessed, planned, designed, taught, measured and evaluated. We used our teachers as a facilitator and company personnel like the plant doctor and lawyer to provide specific information. We taught the course for two years and then turned it over to in-house personnel.

STEP FIVE: Implementing the in-house program. The advantages to industry can be stressed in terms of cost-effectiveness as well as a personalized approach. Classes are generally held

in-house in training rooms or conference rooms. Actually they can be held in any room where there is good light, enough space and one-armed student chairs or preferably tables.

The time is set to suit industry's needs. Usually classes for factory workers run from one to five to catch two shifts. Workers on the three to eleven shift come from one to three, and employees on seven to three shift, stay from three to five. Management classes are best held from ten to twelve right before lunch.

You can stress the points that in-house classes don't cost management in terms of time lost on the job, expenses for room and board and the high cost of professional consultant fees. Professional management training seminars are always slick. However, they do teach to the average of a group and they make no allowances for individual needs. What more, in addition to being expensive, they are once over and done. There is no opportunity for those taking the seminar to dip back into the well once they have finished and tried some of the techniques taught. With in-house programs, classes can be scheduled for two hours a week for five to ten weeks and that instructor will be back to answer questions.

STEP SIX: Measuring the results. With a systems approach you have set your goals and objectives at the beginning and established competencies that can be monitored all the way through. With this

sort of system, there should be no failures, only people who succeed faster than others.

Immediate results can be measured in terms of competencies or skills gained.

Employee A can convert ounces to pounds.

Employee B can write a clear, concise report.

Employee C has passed the GED and gotten his H.S. diploma.

Employee D can estimate her monthly income from social security, her retirement plan, personal investments and a part-time job.

Long term results can be projected, monitored and evaluated in terms of program or individual goals.

1. The scrap rate in Employee A's department has decreased by 2% since the basic math program was begun.
2. Monthly reports in Employee B's plant take one hour less per group leader, and two hours less per group manager, saving forty-eight manhours monthly. And there seems to be evidence of fewer complaints about ratings.
3. Employee C is taking evening courses at the University. Personnel is thinking of promoting him instead of hiring from outside when they transfer Mr. S.
4. Employee D and two others who took the pre-retirement seminar with her have opted for early retirement.

WHAT TYPE of results can a company anticipate. What is the benefit of a program like PENPRIDE?

PENPRIDE pays off for companies:

PENPRIDE can provide the basic skills necessary to make a smooth transfer to technology.

PENPRIDE can train individuals for expansion, building a more diverse work force.

PENPRIDE can foster upward mobility providing for internal replacements.

PENPRIDE can make a measureable difference in major problem areas such as scrap, safety and turnover.

PENPRIDE can promote pride in performance by enabling employees to understand why as well as how, by increasing and diversifying responsibilities and by easing them into a success pattern that will increase their self-esteem and self-confidence.

PENPRIDE PAYS OFF FOR THE EMPLOYEE:

Companies that make an investment in the future through human resource development train to retain. Employees, like management, expect a payoff for an investment. Unless education leads to recognition, a broadening of responsibilities, a chance for promotion or more money they will feel cheated.

PENPRIDE is one way of identifying and rewarding industry's most trainable and promotable employees. When a company has established an environment where learning is easy to obtain, it can utilize education as part of a competitive benefit package.

This is most likely where there is a holding pattern on wages. Once an industry establishes quality and productivity as benchmarks, then they must reward merit and motivation. And that reward is the PENPRIDE payoff for the employee.

PENPRIDE AND THE EDUCATOR: What about the educator? What is the PENPRIDE payoff for education. Well, like business and industry, education has entered the marketplace. And programs like PENPRIDE will help keep the roof over our heads and our staff on salary. But because we are educators rather than entrepreneurs, the PENPRIDE price is modest.

We are suggesting that all PENPRIDE programs throughout Pennsylvania follow this model. Each seminar or course would be negotiated on the basis of direct costs and fixed costs. Direct costs will vary with the going rate for the locality, for the development time, for the expertise of the teacher. A Computer Literacy course will certainly cost more per hour than a pre-retirement course, and a GED course in Pittsburgh will undoubtedly cost more than one in Lancaster.

However, we are suggesting that fixed costs remain the same statewide; and that this be fifteen percent of direct costs. Program costs will be the total of direct and fixed costs.

An Industry/Education Partnership is a winning combination. Employee effort pays off in recognition of merit. Industry effort pays off in increased productivity. Education effort pays off in a broader funding base. PENPRIDE is a mutual result for the benefit of all.